DOCUMENT RESUME

ED 023 882 08 VT 006 871

By-Cozine, June; And Others

A Pilot Study for Gainful Employment in Home Economics. Final Report. Volume II, A Suggested Curriculum Guide for Preparing Child Care Workers for Entry Level Jobs.

Oklahoma State Univ., Stillwater.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No-BR-6-1576
Pub Date Aug 68
Grant-OEG-4-6-061576-1900
Note-92p.
EDRS Price MF-$0.50 HC-$4.70
Descriptors-Child Care Workers, *Child Development, *Curriculum Guides, Grade 11, Grade 12, *Occupational Home Economics, *Teaching Guides, Work Experience

Curriculum guidelines for teacher use in organizing and teaching a course to prepare 11th and 12th grade students for entry level child care occupations were developed as part of a pilot study which is reported in VT 006 870. Major emphasis of the program included orientation to the world of work, types of child care services, duties of the child care aide, and needs, growth, development, behavior, and guidance of children. The 1-year program requires 1 hour daily plus 300 hours on-the-job work experience. Content areas are: (1) Overview To World of Work, (2) Today's Labor Force, (3) Securing A Job, (4) Success on the Job, (5) Child Care Services, (6) The Child Care Aide, (7) Basic Needs of Children, (8) Growth and Development of Children, (9) Behavior and Guidance, and (10) Play of Children. Unit organization is composed of objectives, generalizations, sub-concepts designating experiences, student generalizations, and evaluation. Resource materials keyed to each sub-concept are included in the units. The document also contains bibliographies of books, pamphlets, films, and supplementary materials for the world of work and child care services. (FP)

RA-08
BR-6-1576

FINAL REPORT
Project No. 6-1576
Grant No. OEG-4-6-061576-1900

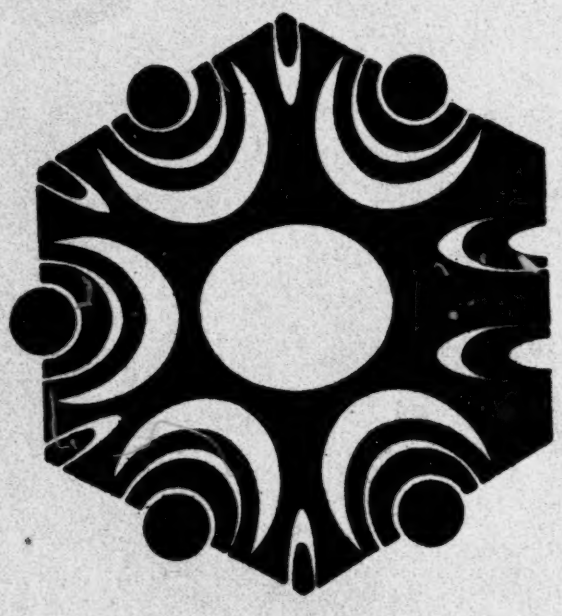
U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education
Bureau of Research

A PILOT STUDY FOR GAINFUL EMPLOYMENT IN HOME ECONOMICS

VOLUME II - A SUGGESTED CURRICULUM GUIDE FOR PREPARING CHILD CARE WORKERS FOR ENTRY LEVEL JOBS

ED023882

August, 1968



RESEARCH FOUNDATION
OKLAHOMA STATE UNIVERSITY

VT006870

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Final Report
Project No. 6-1576
Grant No. OEG-4-6-061576-1900

A PILOT STUDY FOR GAINFUL EMPLOYMENT IN HOME ECONOMICS

VOLUME II - A SUGGESTED CURRICULUM GUIDE FOR PREPARING CHILD CARE WORKERS FOR ENTRY LEVEL JOBS

June Cozine, Ph.D., Project Director

Virginia Porter Dick, Graduate Assistant
Regina Brinkerhoff, Graduate Assistant
Grovalynn Gould, Graduate Assistant

Paulette Kraybill, Cooperating Teacher

Oklahoma State University

Stillwater, Oklahoma

August, 1968

The research reported herein was performed pursuant to a project with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U. S. Department of
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

TABLE OF CONTENTS

	Page
OVERVIEW TO CHILD CARE SERVICES	1
UNIT I - CHILD CARE SERVICES	4
UNIT II - THE CHILD CARE AIDE	9
UNIT III - BASIC NEEDS OF CHILDREN	17
UNIT IV - GROWTH AND DEVELOPMENT OF CHILDREN	22
UNIT V - BEHAVIOR AND GUIDANCE	26
UNIT VI - PLAY OF CHILDREN	31
BIBLIOGRAPHY TO CHILD CARE SERVICES	35
SUPPLEMENTARY MATERIALS TO CHILD CARE SERVICES	44
OVERVIEW TO WORLD OF WORK	61
UNIT I - TODAY'S LABOR FORCE	63
UNIT II - SECURING A JOB	66
UNIT III - SUCCESS ON THE JOB	68
BIBLIOGRAPHY TO THE WORLD OF WORK	71
SUPPLEMENTARY MATERIALS TO THE WORLD OF WORK	75
INTERVIEW SCHEDULES	83

OVERVIEW TO CHILD CARE SERVICES

1. Scope - A suggested Curriculum Guide for Child Care Service Workers for Entry Level Jobs was developed for use with high school students at the 11th and 12th grade levels. Major emphases include orientation to the world of work; types of child care services; duties of a child care aide; and needs, growth, development, behavior, and guidance of children.

   Length of Program - one year or 36 weeks of classes, one hour in length, and 300 hours during the year of on-the-job work experience duty.

   Credit - 2 units of credit

2. Purpose - The purpose of the program is to prepare high school junior and senior girls to become employable in entry level jobs in child care services.

3. Overall Objectives for the Program:

   To develop an increased awareness of the various job opportunities available to a child care service worker.

   To develop an awareness of and a desire to develop personal characteristics or qualities needed for job success.

   To develop a positive attitude toward work as a part of life and a desirable segment of education.

   To acquire some basic knowledge about the needs, growth, development, behavior and guidance of children.

   To develop skills for successful performance as required for child care service workers.

   To develop a desire to obtain a job in child care services on completion of the training program or to continue education for a more technical job or profession in child care or a related area.

4. Need Based on Survey Findings - The area of child care services offers varied entry level jobs for specially trained high school girls. A survey of Stillwater revealed twenty-one day care centers and/or private kindergartens. Twenty of the twenty-one "owner-operators" or directors of the child care services interviewed stated that there is a need for trained child care service workers. Thirty homemakers were interviewed also, and a much smaller proportion of the homemakers indicated a need for help with this type training. Additional evidence has been obtained from other sources to support the belief that a need does exist for this type training.

Since the survey was made, a day care center has been opened as a part of the community action program, and a continuous Head Start Program is in operation.

The specific skills indicated by a majority of the respondents in both groups interviewed (owner-operators and homemakers) as being important for the students to perform were directing and supervising play, administering first aid, serving food, personal care of child, preparing for rest periods and for bed, preparing and caring for equipment and supplies, and housekeeping tasks, such as putting away equipment and straightening the room.

A job analysis based on survey findings indicated that a child care service worker needed knowledge of and skill in first aid, food preparation, methods of guiding and supervising children, and preschool development and organization. Preparation and use of materials and equipment and planning and guiding preschool activities are also important. Owner-operators indicated that a wholesome attitude toward work would be beneficial in employer-employee relations, as well as other items included in a unit on the world of work.

5. Use of Materials - The materials herein presented are intended for use as a <u>guide</u> to the teacher in organizing and teaching a child care service program based on the needs of her own community as identified through a survey. Each teacher will want to assess her own experiences and competences, the needs and opportunities in her community, and the needs and capabilities of her students before outlining her program. A survey of the community will be helpful, as well as the appointment and use of an advisory committee.

As each individual teacher plans her program, she should carefully review the objectives, concepts, generalizations, learning experiences, and evaluation methods and select those most appropriate for her situation. These should be adapted and supplemented to meet the needs of her students. Specific suggestions follow for each of the component parts of the framework used in developing each curriculum.

Behaviorial Objectives - It is recommended that these be cooperatively developed by the teacher and student after the teacher has prepared a tentative list of objectives to be included. Objectives have been stated to include both the specific behavior and the content, and to include specific behavior in the cognitive, affective and psychomotor domains. Overall objectives are stated in the overview with more specific objectives being included for each concept.

Concepts - Concepts are the big overall ideas and subconcepts are used for breakdown of the broader, more inclusive term, phrase or key idea. No attempt was made to include a complete or all-inclusive list of either concepts or subconcepts.

Generalizations - Two types are listed. The first is considered overall for the purpose of guiding the teacher in selecting learning experiences, evaluation methods, etc. The second "Student Generalization" is presented as an example of the type of generalization which it is hoped that students would be able to state as a result of the learning experiences provided. In most instances the teacher could expect students to be able to state several generalizations.

Evaluation - Emphasis should be placed on cooperative evaluation and self evaluation techniques.

Resource Materials - Resource materials are listed in two places. At the end of each unit, resource materials are listed for each subconcept. In the bibliography is a complete listing of all references suggested for the course. These materials should be supplemented by those available in each classroom.

The units "Orientation to the World of Work" and "Introduction to Child Care Services" were presented at the beginning of the school year. Throughout the year various aspects of the World of Work were emphasized. However, units may be taught in any sequence which fits the student, the community, and the teacher. The teacher may find ideas in the materials from which she can create units which are more applicable in her situation.

Various evaluation forms and teaching devices are included in the supplementary materials. These have proved useful in the particular situation in Stillwater. They are included as being suggestive of the type materials the teacher may adapt or develop for use in her particular situation.

UNIT I - CHILD CARE SERVICES

OBJECTIVES: To develop an awarness of the need for child care services.

To become acquainted with the various types of child care services available.

To recognize opportunities for gainful employment in child care services.

To be aware of physical facilities and programming in child care services.

To learn the responsibilities of staff members in child care centers.

GENERALIZATIONS: The needs of children, of parents, and of the community influence the type and number of child care services available in a community.

Increasing awareness of the importance of the early childhood years to human development affects expectations people have of child care services.

Physical facilities, staff, and programming of a child care center, if based on the needs of the children they serve, enhance the social, emotional, mental, and physical development of those children.

The amount of education, experience, and responsibility of the staff members in child care centers varies resulting in different programs and facilities.

Persons with knowledge and skills that promote child development can help make the experiences in child care centers enriching as well as protective.

Flexibility in programming for children promotes enjoyment and benefits for the children.

A variety of experiences provides opportunities for growth and development of children.

Keeping accurate records is conducive to good management in child care services.

The prime concern for the health, protection, and safety of children has resulted in the setting of standards for the licensing of child care centers.

Subconcept A. PURPOSES OF AND NEEDS FOR CHILD CARE SERVICES

Experiences:
...Study history of the nursery school.
...Define child care services.
...Discuss the various purposes of child care services.
...View and discuss film - "A Chance at the Beginning."
...List the needs of parents, children, teachers, and society in regard to child care services.
...Discuss the increasing use of services for children and reasons why there is a need and desirability for supplementary care of children beyond what parents give.
...Listen to mothers (or interview them and report to class) tell of services they use and why they use them.
...Read about the working mother and discuss her problems in securing needed child care services.

Student Generalization:
...Child care services may serve various needs and purposes.

Evaluation:
...Film evaluations.
...Oral examinations.

Subconcept B. TYPES OF CHILD CARE SERVICES

Experiences:
...Prepare bulletin boards illustrating types of child care services.
...Report on different child care services available.
...Identify local child care services by conducting a survey.
...Obtain list of child care services from Child Welfare or other public service organizations.
...Invite owner of child care service to explain her program.
...Discuss special needs of children and services available: crippled children, children's hospitals, schools for the mentally retarded, foster homes, orphanages, juvenile detention homes, and others.
...Take field trips to special services mentioned above.
...Invite minister or education director to discuss church-related activities for children.
...Bring articles from periodicals dealing with child care services.
...Invite or interview persons who work with services for children to tell about the services available.
...Take a field trip to various types of child care services represented in the community.
...Suggest individual observations and visits to child care services.
...Show films on babysitting - "ABC's of Baby Sitting" and "Baby Sitter."

Student Generalization:
...Not all children would profit from the same type of day care.

Evaluation:
...Field trip evaluations.

Subconcept C. DAY CARE CENTERS

Experiences:
...Show film - "Little World" noting characteristics of this day care center. Have individual class members report on the characteristics listed in above film.
...Take field trips to day care centers and complete observation sheets containing questions on indoor and outdoor facilities, equipment, and storage.
...Prepare bulletin boards illustrating characteristics of a good day care center.
...Prepare and experiment with enrichment materials for day care centers.
...Listen to guest speakers (art, music, science teachers).
...Report on observations of routines and activities in the day care center.
...Identify and study the routines of the day care center program.
...Identify and practice activities of the day care center. (play, art, music, literature, and science.)
...Listen to public health nurse or doctor tell of health and safety factors in child care services.
...Invite a nurse to discuss, demonstrate, and use films on health and first aid.
...Discuss health inspection in child care centers, purposes and what to look for.
...Observe health inspection of children during observation in day care center and possibly perform as a part of work experience.
...Report and study common childhood diseases, immunizations and symptoms of illnesses.
...Discuss prevention of illness, sanitation, proper dish washing, isolation, and immunization.
...Discuss household items that may be dangerous to children.
...Discuss what to do in the event of an emergency, severe illness or injury to a child.
...Discuss laws governing medical treatment of children in day care centers.
...Become aware of hazards in children's environment.
...Demonstrate and practice the taking of temperature.
...Learn how to make beds that may be found in day care centers.
...Have a panel discussion on safety of children--fire chief, sanitarian, or public health nurse.
...Discuss admission fees and policies of local centers.
...Study record forms of all types used for the business aspect of the center.

...Discuss and become familiar with standards of licensing in Oklahoma.
...Have persons in charge of licensing day care centers speak to class.
...Study the licensing standards of day care centers in Oklahoma and compare with standards of other states.

Student Generalization:
...The day care center is primarily concerned with the care and protection of the child.

Evaluation:
...Contest to see which section of the class can answer the most questions correctly concerning licensing standards.

Subconcept D. CHILD CARE SERVICE WORKERS

Experiences:
...List types of workers in various centers. (Director, Assistant Director, Teacher, Nurse, Cook, Aide.)
...Interview or have workers speak to class about responsibilities in child care centers.
...Have group work on the various types of workers. Have each group list the duties of particular workers on newsprint with a marking pencil and use for reference and discussion.
...Observe workers in child care center and list their responsibilities.

Student Generalization:
...Different types of child care services are operated by different types of workers.

Evaluation:
...Group work evaluation.

RESOURCES

Resource	Subconcept A	B	C	D
American Red Cross			X	
Brisbane and Ricker			X	
Frank, Mary, and Lawrence	X	X	X	X
Green and Woods	X		X	
Hammond, Dales, Skipper, and Witherspoon	X	X	X	X
Langford	X			
Films:				
ABC's of Baby Sitting		X		
Baby Sitter		X		
A Chance at the Beginning	X			
Little World			X	
Pamphlets:				
Benefits of a Good Nursery School	X			
Children of Working Mothers	X			
Day Care a Preventive Service		X		
Day Care for Your Child in a Family Home		X		
Day Care for Other Peoples' Children in Your Home		X		
Day Care Services		X		
Formula For Child Safety				X
New Hope for the Retarded Child		X		
Pointers for Parents Choosing Day Care Service for a Young Child	X			
Program Guide for Day Care Centers				X
Sitting Safely		X		
Standards Related to Day Care Centers		X		
What Are Nursery Schools For?	X			
What is Good Day Care?	X			
What Research Says About the Kindergarten		X		
Your Child From One to Six				X
Your Child's Safety				X

UNIT II - THE CHILD CARE AIDE

OBJECTIVES: To learn characteristics and responsibilities of a good employee in child care services.

To become aware of professional ethics in the area of child care.

To learn how to make application for employment in child care services.

To begin to develop special characteristics needed by persons who work with children.

To become aware of the role of the child care aide in promoting the physical, mental, social, and emotional well-being of children.

To become aware of the variety of duties an aide might perform in a child care center and of the importance of her job.

To develop skill in performing the duties of an aide in the child care center.

To learn to make good use of energy and time resources in performing the duties of an aide in a child care center.

GENERALIZATION: Good working relationships begin to develop as one becomes acquainted with the child care center and its policies, the staff, and the children.

The special traits which help one to work well with children may be developed through study and work experience.

The experiences and abilities of the child care aide affect the duties which she may be expected to perform in various child care centers.

The management of energy, time, and materials promotes an aide's efficiency on the job.

Any duty in the child care center will be important since it contributes to the well-being of children.

Contact with children contributes to the aide's satisfaction and learnings on the job.

Subconcept A. QUALITIES NEEDED FOR WORKING WITH CHILDREN

Experiences:

...View slide series on "The Child Care Aide" as described in supplementary material.

...Read about and discuss desirable qualities in persons who work with children.

...Have a bulletin board illustrating desirable and undesirable qualities of persons who work with children.

...Study and discuss personality, popularity, and the six types of maturity: chronological, physical, intellectual, emotional, social, philosophical.

...Study findings from interviews with employers concerning desirable qualities of child care workers.

...Discuss ways of improving accuracy in following directions, notetaking, asking for explanation, and paying attention.

...Listen to talk by school nurse or public health nurse on health and sanitation in nursery school.

...Take a field trip to public health department and, if possible, take the required steps to qualify for the health card defined in licensing standards.

...Identify situations that would require an understanding of professional ethics. Compare with ethics of other professions.

...Discuss proper dress and grooming for work in child care services.

...Watch (or participate in) style show by class members illustrating correct and incorrect clothing and grooming for child care aides.

...Listen to talk by Child Care Service Director or head teacher on qualities she hopes to find in a child care aide, or interview for the same information.

...Participate in role-playing: good and poor "conversations" with preschool children. Discuss such items as use of names and answering questions.

...Identify the voice qualities that are desirable for people who work with small children.

...Listen to talk by recreation director, physical education teacher, or some other person in this field on potential dangers on playground and during play activities.

...Read about and discuss safety for children.

...Report on safety practices from work experience observations.

...Make safety posters which might be displayed in the child care centers and which use pictures to illustrate hazards.

...Observe safety and protective practices for children.

...Collect newspaper stories or magazine articles regarding accidents with small children that could possibly have been avoided if the person caring for the child had been more alert.

Student Generalization:
...A person must possess or develop certain qualities to be successful in working with small children.

Evaluation:
...Have students do a self-evaluation on the qualities they possess that are desirable in a child care center worker. "What Do I Have To Offer?" (See supplementary material.)

Subconcept B. GETTING ACQUAINTED ON THE JOB

Experiences:
...Secure employment using the procedures discussed previously in the world of work unit which are appropriate to the particular situation.
...Develop a notebook or folder for keeping a record of work experience. Include names of director, teachers, children, and other staff.
...Have students visit a child care center and listen to staff discussing policies, rules, and schedules with director. If possible, obtain copies of the policies, rules, schedules, and a list of the names of the staff and children.
...Have students learn names of children and correct pronunciation and spelling of the names, and report to the class how many of the children they know.
...Set up regular times to observe in a center in preparation to begin work. Have students help with attendance, greeting children, and supervision of play whenever possible. Discuss observations and problems encountered during the next class period.
...Describe work experiences in class and evaluate experience.

Student Generalization:
...Observation in the day care center permits one to learn how things are done as well as the names of the staff and children.

Evaluation:
...Evaluate student's ability to complete a successful interview and obtain a job. Have students keep adequate records of work experiences.

Subconcept C. JOB DESCRIPTION OF ACTIVITIES

Experiences:
...List types of activities in child care centers.
...List equipment used in various activities.
...Individual class members study and report on various activities for children and practice telling stories, reading poems, leading songs or music activities in class.

...Prepare and experiment with creative art materials.
...Review values of activities for children. Suggest methods of guidance and supervision.
...Observe as many activities as possible in child care centers during work experience and assist in guiding activities when possible.
...Relate to children in free play activities.
...Have students plan an activity and supervise or guide children engaging in it.
...Keep a record of children's conversation during dramatic play.
...List types of materials used in activities.
...Report on the selection of materials for children's activities.
...Have each student prepare a science experience to use with the class.
...Have each student prepare to lead a music period for the class.
...List criteria for selection of materials for children.
...Prepare a file or notebook with directions for preparing materials for children's activities.
...Observe materials used in child care centers during work experience.
...Prepare and/or select materials for an activity with children. Use these materials with permission during work experience.
...Describe the "activities" observed during work experiences or observations in class.
...Have school or city librarian visit class and talk about selecting and telling stories to different age children and demonstrate care and repair of books.
...Make a list of books which would be helpful in selecting desirable books to read and purchase for children.
...Recall favorite stories from own childhood.
...Discuss fairy tales and their advantages and disadvantages.
...Repair books in child care center if possible.
...Select a suitable book from a child care center or library, and read to children in child care center.
...Tell stories to a child or group of children and make a "Story Telling Report." (See supplementary materials.)
...Discuss desirable characteristics of stories for children.
...Evaluate children's books according to criteria set up on the check sheet included in the supplementary materials.
...Bring to class a book for children, read and evaluate according to criteria for books for various ages of children. Review the book and tell why it was designated for that particular age.
...Practice reading books to children and practice telling stories. (This may be done in class.)
...Assist with children's activities in child care center.

Student Generalization:
...Preparation is required on the part of the child care worker before the activities of the day care center can take place.

Evaluation:
...Evaluate students according to score card on their ability to select a book and evaluate it. (See supplementary materials.)
...Practical exams on story telling, reading books, leading music periods, leading science experiences.

Subconcept D. JOB DESCRIPTION OF ROUTINES

Experiences:
...Differentiate between routines and activities.
...List routines in child care centers.
...Have individual class members prepare reports on different routines. Use posters to illustrate ideas.
...Describe experiences in the child care center that revolve around the routines.
...Observe routines in child care center, assisting when possible.
...Prepare job analysis for each routine and review reasons for and values of routines. Follow job analysis in several routines.
...Discuss need for wise and varied arrangements of equipment and furniture. Try (in class or on paper plan) various room arrangements.
...Try new arrangements of equipment and/or furniture on the job if permitted.
...Observe types of housekeeping duties in child care centers. Assist when asked and assume responsibilities for duties when permitted.
...List equipment and furniture used in routines and activities.
...Have a guest speaker, a teacher from a nursery school or kindergarten, talk about the housekeeping tasks involved in her job.
...List kinds of clean-up activities.
...Prepare a job analysis for clean-up activities.
...Evaluate work experiences and job analysis--revise if necessary.
...Assist with clean-up activities or assume responsibility if requested.
...Follow job analysis in several clean-up activities.
...Study the kinds of records kept by child care centers.
...List characteristics of good record keeping.
...Fill out sample forms, if applicable.
...Observe other staff members performing their duties during work experience.
...Collect samples of forms used in child care centers.
...List jobs related to food preparation that could be done by child care aides.

...Report on methods to be used in performing these jobs.
...Interview and observe cook to see how an aide could help her.
...Help the cook prepare lunch or a snack and describe experiences in class.
...Identify possible situations where the need for first aid may arise.
...Discuss with school nurse or county health nurse what first aid techniques are appropriate and acceptable for use in child care centers. Review legal aspects involved.
...Study and practice simple first aid techniques.
...Survey child care center to discover policies and preparation for first aid.

Student Generalizations:
...The teacher working with small children spends a large portion of her time carrying out housekeeping tasks or routines.
...Completing routine jobs makes it possible to have the activities in the day care center.

Evaluation:
...Check sheet for students on attitudes concerning the completion of routine jobs in the day care center.

RESOURCES

Resource	Subconcept A	B	C	D
American Red Cross		X		X
Bailard and Strang	X			
Duvall	X			
Green and Woods			X	X
Colorado Association of Future Homemakers			X	X
Pamphlets:				
Children's Books for $1.25 or Less			X	
Children Can Make It-- Experience in the World of Materials			X	
Creative Art for the Very Young Child			X	
Creative Life For Your Children			X	
Feeding Little Folks				X
Figure Magic	X			
First Steps in Health Education		X		
Food and Children				X
Food for Groups of Young Children Cared for During the Day				X
Food for Growing Boys and Girls				X
Foods for Baby and Mealtime Psychology				X
Formula for Child Safety		X		
Getting Along With Others	X			
Girls Your Appearance Counts	X			
Hidden Values--What to Look for When When Buying Infant's and Children Clothing				X
Home Play and Play Equipment		X		
How Do I Get a Job?	X			
How To Do It Book--For Feeding Children in Group Care Centers			X	
Infant Nutrition--Teacher's Manual and Student Leaflet				X
Is Your Child Safe?		X		
It's Fun To Teach Creative Music			X	
Mealtime Can Be An Enjoyable Experience For Children				X
Music For Children's Living				X
Obedience Means Safety For Young Child		X		
Play Materials for Child's Good Growth and Development			X	

Resources (Cont.)

Resource	Subconcept			
	A	B	C	D
Program Guide for Day Care Centers (Three in Series)				
Series A--Program				
1. Some Principles of Providing a Good Program			X	X
2. Suggested Daily Program			X	X
3. Introduction to Use of Creative Materials			X	
4. Finger Plays			X	
Series B--Plant and Equipment				
1. Arrangement of Playrooms				X
2. Indoor Play Equipment			X	
3. The Playground and Outdoor Play Equipment			X	
Series C--Personnel				
1. Some Qualities of a Good Teacher	X			
Safety, Your Child's Heritage		X		X
Science Experiences for Nursery School Children			X	
The Story of Beautiful Hair	X			
Through The Looking Glass	X			
Water, Sand, and Mud as Play Materials			X	
What Is Music For Young Children			X	
Your Child From One to Six		X		
Your Child Is Musical			X	

UNIT III---BASIC NEEDS OF CHILDREN

OBJECTIVES: To become aware of the basic needs of children.

To recognize how needs influence behavior of children.

To learn ways of providing for the basic needs of children.

GENERALIZATIONS: All children have needs which influence their behavior and development.

Programs and facilities for children should be based on an understanding of the needs of children.

The strength of the needs varies not only from child to child but also at different age levels.

An understanding of the different emotions children experience helps one to understand their behavior.

The emotional climate which surrounds children affects their development and understanding this emotional climate helps the aide make a positive contribution.

Subconcept A. PHYSICAL NEEDS

Experiences:

...Identify needs of children by having each student contribute a list of needs.
...Study pictures of children and answer the questions, "What are the needs of the child in the picture?" Try to determine whether they are being met.
...Make a list of physical needs and tell what effect they have on growth.
...Show pictures of children whose physical needs have or have not been met.
...Plan appropriate luncheon menus for children.
...Prepare food displays that will illustrate concepts taught in class, such as color, texture, serving size, and finger foods.
...Compare the differences in the sizes of servings children eat at various age levels with that of an adult.
...Show film - "Food As Children See It."
...Examine different sizes and types of eating utensils. Determine which would aid the child in eating.
...Debate the question: "Should children be required to eat all the food on their plates?"
...Identify reasons why children may not eat at mealtime. Prepare a list of foods children may not prefer. Discuss reasons why.

...Have students list foods they dislike. See if the dislikes can be traced back to their childhood.
...Visit a clothing store or factory to study desirable features of children's clothing. Bring pictures or examples that illustrate features such as self-help, durability, and ease of care.
...Have a doctor or nurse talk to class on health needs of children and the importance of good health habits.
...Study the importance of adequate diet, rest and sleep, exercise, fresh air and sunshine, and other factors in meeting children's physical needs. Suggest ways children can have plenty of sunlight, fresh air, and play without too much interference from adults.
...Observe and report on ways of meeting children's physical needs in child care centers.
...Help with daily routines and activities at the child care center.

Student Generalization:
...The child care center has a responsibility in meeting the physical needs of children.

Evaluation:
...Student observation reports.
...Teacher observation of student in work experiences.
...Group work and special reports.

Subconcept B. EMOTIONAL NEEDS

Experiences:
...Read and report on the fears children express.
...Discuss why children have fears and what can be done to overcome fears.
...Tell about strong emotions one can remember experiencing as a child.
...Give examples of children's behaviors in which fear or anger proved to be helpful to them.
...Discuss other emotions and how children express them.
...Discuss guidance for wholesome expression of emotions.
...Show films - "Terrible Two's and Trusting Three's" and "Frustrating Four's and Fascinating Five's".
...Discuss the films and relate them to social, emotional, and physical needs.
...Observe children's emotions as revealed through behavior.
...Discuss the causes of emotionality.
...Have students tell of instances they have observed of emotionality.
...Discuss guidance for children expressing strong emotion.
...Show film - "Shyness," and discuss by circular discussion. Have each student list five things he has learned from the film and read them one at a time as the teacher goes around the room. Students should not repeat ideas mentioned before by another student.
...Observe children who are exhibiting strong emotion.

...Discuss how emotional needs of children are met at various age levels.
...Compare emotions of teenagers with those of small children.
...Set up an example of some discipline problem resulting from emotion. Dramatize how this might be handled.
...Observe and report to class on how children's emotional needs were met in a child care center or in some other situation.
...Show film - "Children's Emotions."

Student Generalization:
...Small children possess the same emotions as teenagers, but they express them in different ways.

Evaluation:
...Using case studies, evaluate the student's understanding of emotional needs.

Subconcept C. INTELLECTUAL NEEDS

Experiences:
...Study the development of langauage of children.
...Report on conversations recorded during observation periods.
...Record children's conversations on tape if possible.
...Study ways in which children learn.
...Observe material and equipment in child care center that will contribute to learning.
...Identify ways that intellectual growth may be measured.

Student Generalization:
...Language is sometimes used as an indication of intellectual development.

Evaluation:
...Have students take a practical test using a tape recording and identify the age of the child according to his speech development.

Subconcept D. SOCIAL NEEDS

Experiences:
...Describe people who work well with children. List the characteristics they possess that make this possible.
...Bring to class poems and pictures that relate to the contributions children make to their families.
...Discuss TV programs that show parent-child relationships.
...Observe children and adults in child care center and in other social situations--home, church, stores.
...Discuss how a child develops socially.
...Discuss why children need close contacts with both adults and other children.
...Suggest ways of helping children be accepted by others.

...Find pictures that show children in social situations. Use for bulletin boards or posters.
...Report to class on social behavior observed in child care center.
...Discuss own early social experience.
...Show films -"Helping the Child Accept the Do's" and "Helping the Child to Face the Don'ts."
...Discuss guidance for children to help them learn respect for rights of others and of property.
...Observe situations in which children are learning how to behave toward persons and things.
...Discuss "All Behavior is Caused." Give situations as evidence.
...Role play behavior a child might exhibit in an effort to meet specific needs.
...Have students tell of TB programs, stories they have read, or plots of books in which behavior obviously was caused in an effort to meet a need.
...Observe and report on behavior exhibited in child care centers and suggest causes for this behavior.

Student Generalization:
...A child first learns to get along with his family, and then with other children outside his family.

Evaluation:
...Observation forms showing a good understanding of social development may be used for evaluation purposes.

RESOURCES

Resource	Subconcept			
	A	B	C	D
Baxter, Justin, and Rust	X	X	X	X
Brisbane and Ricker	X	X	X	X
Goodspeed, Mason, and Wood	X	X	X	X
Green and Woods	X	X	X	X
Rand, Sweeney, and Vincent	X	X	X	X
Smart and Smart	X	X	X	X
Films:				
Children's Emotions		X		
Food as Children See It	X			
Frustrating Fours and Facinating Fives	X	X	X	X
Helping the Child Accept the Do's				X
Helping the Child Accept the Dont's				X
Terrible Two's and Trusting Three's	X	X	X	X
Shyness		X		
Pamphlets:				
Between One and Five	X	X	X	X
Fears of Young Children		X		
Food and Children They Need Many Kinds	X			
Food for Groups of Young Children Cared for During the Day	X			
How to Live With Children				X
Your Child From One to Six	X	X	X	X

Also select appropriate references from Unit II.

UNIT IV - GROWTH AND DEVELOPMENT OF CHILDREN

OBJECTIVES: To acquire increased knowledge and understanding of the growth and development of children.

To increase understanding of children through observation.

To become aware of how child care workers and child care centers can contribute to the development of children.

To develop an appreciation for the individual differences in children.

To develop an awareness of the importance of infancy as a stage in child development.

GENERALIZATIONS: Understanding the principles of development gives one a basis for guiding children.

Recognizing that children tend to have similar characteristics at certain ages facilitates study and understanding of child development.

Sequence is more important than the age at which specific characteristics of development appear since individuals differ in their rate and pattern of development.

The various areas of development (social, emotional, physical and intellectual) are interrelated so that a study of the "whole child" contributes to understanding of children's growth and behavior.

Opportunities for observation enhance the study of child development.

Children need opportunities for experiences which promote their development.

Acceptance of individual differences in development contributes to the ability to work with children.

Subconcept A. IMPORTANCE OF INFANCY

<u>Experiences</u>:

...(A study of reproduction may be used as preparation for this unit.)
...Have Red Cross nurse talk on prenatal and infant care.
...Read from current literature about the period of infancy.

...List the desirable characteristics of an environment which promotes prenatal and postnatal growth.
...Have students chart the ages at which they sat up, began walking, had first tooth, said first word, and were toilet trained, and their lengths and weights at birth.
...Compare the charts for sequence in growth and differences in rates of growth. Bring baby books to class if possible.
...Have students bring baby pictures to class, number the pictures and have class members guess the identity.
...Invite a mother to bring her infant to class and answer questions about the development of the baby.
...Have mothers bring children to class and answer questions about the children's development.
...Prepare a display of infant's clothing.

Student Generalization:
...Growth rates vary more than sequence or order of growth.

Evaluation:
...Evaluate group work on bulletin boards and charts and special reports.

Subconcept B. WAYS CHILDREN GROW AND DEVELOP

Experiences:
...Compare children in the same family. Discuss their similarities and differences due to heredity.
...Prepare a bulletin board of candid snapshots of children or pictures from magazines and newspapers of children with the caption, "Can you tell their ages by what they do?"
...Read and report on physical, emotional, intellectual, and social development.
...Report how the activities of the center aid in the growth and development of the child in all areas.
...Have groups work on posters showing how children grow at different ages and what they can be expected to do.
...Listen to a tape recording of children at play and have class decide age of group as they consider play interest and vocabulary of the children.
...Present the principles of development utilizing an overhead projector.
...Observe muscular coordination of different children at the same age level.
...Use tape recorder to record play groups at the child care center.
...Note physical differences in children at the child care center.
...Identify surroundings of the child care center which aid in the growth and development of children.
...Observe two children of the same age in the child care center and record how they are alike and different in development.

...Demonstrate origami (making of objects by folding paper) and try out with children of different ages. Observe the differences in their muscular coordination.
...Show film - "A Long Time To Grow," and discuss the characteristics of various aged children shown in the film.

Student Generalization:
...The growth rate of a child does not necessarily correspond with his age.

Evaluation:
...Evaluate groups work on posters and other activities.
...Observation reports may also be an indication of understanding on the part of the student about the growth and development of children.

Subconcept C. GUIDING GROWTH AND DEVELOPMENT

Experiences:
...Review films "Terrible Two's and Trusting Three's" "Frustrating Four's and Facinating Five's."
...Discuss the difference in "seeing" and "observing."
...Plan specific observations for child care center by use of observation sheets.
...Read and summarize readings on child growth and development using study questions as guides.
...Describe the incidents from child care experiences which are pertinent.
...Report from child care center how various pieces of equipment and other aspects of the program aid in growth and development.
...Choose a piece of equipment from the child care center and list ways children may benefit from using it.

Student Generalization:
...A person can increase his understanding of children by observing them.

Evaluation:
...Students complete observations sheets exhibiting some depth of understanding.

RESOURCES

Resources	Subconcept		
	A	B	C
Britton and Winans	X	X	
Brisbane and Ricker	X	X	X
Goodspeed, Mason, and Woods	X	X	X
Green and Woods		X	X
Ilg and Ames	X	X	X
Smart and Smart	X	X	X
Films:			
Terrible Two's and Trusting Three's		X	
Long Time To Grow		X	
Frustrating Four's and Facinating Five's		X	
Pamphlets:			
Between One and Five	X	X	X
Nine to Twelve		X	X
Six to Eight Years of Discovery		X	X
Your Child From One to Six	X	X	X

UNIT V - BEHAVIOR AND GUIDANCE

OBJECTIVES: To become aware of factors which influence the behavior of children.

To gain knowledge of effective techniques for guiding children toward wholesome development.

To develop some skill in working with children.

GENERALIZATIONS: All behavior is caused; therefore, to alter behavior, one must find the cause.

Guidance will vary for children in different stages of development and for different children.

The setting of clear limits and enforcing them is conducive to feelings of security in children.

Understanding that patterns of behavior are developed early in life promotes concern for guidance that will contribute to the wholesome development of children.

Good habits may be encouraged and reinforced by setting good examples for children and helping children to understand the importance of such habits.

The reassuring presence of an adult promotes feelings of security for children when unfamiliar or uncertain situations confront them.

Letting a child know that he is liked even when his behavior is not condoned enhances his developing self-concept.

The use of positive guidance by child care service workers is conducive to cooperation and the learning of acceptable behavior by the children; skill in using positive guidance techniques may be developed through study and practice.

The arrangement of the playroom and materials influence play activities.

Subconcept A. MEETING INDIVIDUAL PROBLEMS

Experiences:

...Compare the behavior of two children at different age levels. Note changes in behavior due to the child's not feeling well.

...Collect cartoons depicting behavior of children, such as "Dennis the Menace" and "Peanuts".

...Using circular discussion, have students describe what they think would be a "well-adjusted" child.

...View films which depict behavior of children of different age levels. (e.g. "Terrible Two's and Trusting Three's").
...Define behavior problems such as thumbsucking, bed wetting, lying, and use of bad language.
...Role play behavior problems of children and how to guide them. (Desirable and undesirable methods.)
...Discuss problems students encounter in work. Read about behavior and how to guide the child to more acceptable behavior.
...Have students choose and report on specific behavior problems, giving opinions of three authors and student's own opinion.
...Have students report on behavior problems they encountered and how these problems were handled.

Student Generalization:
...Using positive guidance with young children helps to get the children to behave.

Evaluation:
...Student's observation reports.
...Observation of student during work experience.
...Evaluate class participation.
...Evaluate special assignments and reports on behavior problems.

Subconcept B. AIDS AND METHODS OF GUIDANCE

Experiences:
...Discuss changes in the mothods of guidance of children during the past century.
...Prepare a list of key words, positive in nature, that students can use in verbal guidance.
...Give students a list of negative statements and have them rephrase into positive ones.
...Prepare a bulletin board showing both positive and negative statements and/or illustrations.
...See or review films -"Helping the Child Accept Do's" and "Helping the Child to Face the Don'ts."
...Identify ways you can show affection and acceptance to children.
...Report observations from work experience to class.
...Determine the supporting limits in the day care center.
...Discuss the importance of freedom in play and the importance of setting supporting limits for a child's welfare.
...Have students report to class an attempt they have made to enforce a limit in a day care center.
...Look at different programs in child care centers. Identify how this programing serves as indirect guidance of children.
...Discuss how the arrangement of equipment and placement of

materials influences children's behavior, thereby affecting guidance.
...Cite instances in which physical guidance would be used to restrain activity.
...Have students demonstrate how to teach a child a simple task.
...Observe the different methods of guidance used in the child care center.
...Have students note the arrangement of the day care center and report how it affects behavior. If possible, have students teach the child how to perform a task at the day care center, using positive guidance techniques on the job.

Student Generalization:
...Using positive statements in guiding children takes practice.

Evaluation:
...Have conferences with the employer concerning the student's skill in guiding children.

Subconcept C. ESTABLISHING HABITS AND ROUTINES

Experiences:
...Have students list the habits they think are desirable for children to form.
...Relate these to routines and activities in the child care centers.
...Study the ways in which children may be helped to develop good habits.
...Have students note storage areas in the child care center. Identify how arrangement and types of storage help the children to put up toys and clothing.
...Observe the children and note their behavior in toileting, sleep, and mealtime. Note how the procedures, equipment, and teachers influence their behavior.
...Discuss and list how children can be taught to put away toys and equipment which have been used.
...Collect pictures of indoor play areas for children. Discuss and plan ways to store playthings.
...Identify how self-help features in clothing can be a tool in developing self-reliance.
...List finger foods that would be easy for children to eat.
...View and discuss film -"Food As Children See It."
...List other ways in which eating experiences may promote independence.
...Plan ways to help children do things for themselves.
...Eat with the children and observe how the children eat.
...Observe adaptations made in child care center which promote independence in children.
...Have students help with the preparation of food in the child care center.

...Have students cite instances of times when they were in new or strange situations and tell how they felt.
...View and discuss film, "Shyness."
...Review fears of children and children's emotions.
...List ways adults may help children prepare for and adjust to new experiences.
...Observe reactions of children to new or unfamiliar experiences.
...Have students share with the class an experience in which they observed a child learning through imitation.
...Working in groups, list personal behaviors which merit imitation.
...Observe experiences in day care center where learning took place.

Student Generalization:
...The activities and routines of the day care center have a role to play in the habit formation of children.

Evaluation:
...Film evaluations and observation records.

RESOURCES

Resource	Subconcept A	Subconcept B	Subconcept C
Bradberry and Amidon			X
Duvall	X		
Ilg and Ames		X	
Films:			
Food As Children See It			X
Frustrating Four's and Facinating Five's	X		
Helping the Child Accept the Do's		X	
Helping the Child Accept the Don'ts		X	
Shyness			X
Terrible Two's and Trusting Three's	X		
Pamphlets:			
Aggressiveness in Children	X		
Behavior: The Unspoken Language of Children		X	
Between One and Five			X
Chats With Parents - Anxiety in Children	X		
Chats With Parents - Emotions	X		
Discipline	X	X	
Nervous Habits - What Causes Them in My Child	X		
Understanding Your Child		X	

UNIT VI - PLAY OF CHILDREN

OBJECTIVES: To gain more understanding of the importance of play for children.

To develop and increase skill in guiding children's play activities.

To become familiar with materials and activities suitable for children of various ages.

GENERALIZATIONS: Play is one means through which children learn.

Play contributes directly to the physical, mental, emotional and secial development of children.

The type of play in which children engage is related to their stage in development.

The use children make of toys and materials is affected by their needs and abilities.

Play equipment is most useful to children when it is suited to their stage of development.

Guidance of play activities requires alertness to provide for both safety and enrichment for the children.

Subconcept A. TOYS AND PLAY EQUIPMENT AND MATERIALS

Experiences:

...Discuss the value of toys in the physical and social development of children.

...Make an exhibit of toys which children enjoy. Read about the value of toys in the child's play. Tell how a child plays with each toy; explain how it helps him develop--physically, socially, emotionally, and intellectually.

...Set up criteria for judging toys and play equipment for children of different ages and stages of development. Consider such criteria as attractiveness, durability, safety, and ease of use.

...Bring toys or pictures of toys to class and judge them by these criteria.

...Arrange an exhibit of household objects with which young children would enjoy playing. Include pots, pans, purse, oatmeal carton, wooden spoon, and other such items in your exhibit. List household articles that are unsafe when used as toys.

...Note children playing with household objects in the day care center.
...Have class members bring to class a picture of a toy showing play in the toy and one showing play in the child.
...Assemble a bulletin board entitled "Play Should Be in the Child; Not in the Toy."
...Prepare or list articles for a "Surprise Kit" of no-cost toys and play materials and share ideas with class.
...Take a "Surprise Kit" of no-cost toys and play materials to the child care center and use it with the children.
...View film "Planning Creative Play Equipment for Young Children."
...Develop play materials and discuss for which age child this toy is appropriate. Cite learnings anticipated. (Supplementary Materials.)
...View slides on "outdoor Play Equipment." (See Supplementary Materials for description of slide series.)
...Select or make play equipment for different ages and sexes.
...Discuss commonalities of indoor and outdoor play equipment.
...Study and compile ideas on the selection of toys, games, music, and stories for children.
...Prepare a notebook of ideas for games, songs, stories, finger plays, and other children's activities.

Student Generalization:
...Children need toys to help them in their play.

Evaluation:
...Observe student during work experience.
...Students judge toy according to criteria set up.
...Evaluate special reports in class, individual assignments, and special projects.

Subconcept B - TYPES AND STAGES OF PLAY

Experiences:
...Relate experiences with small children that point out how children play.
...Review the stages of play and give examples of each from personal experiences and day care center experiences.
...View slides on "Stages of Play." (Supplementary Materials.)
...Observe children's play in child care center, write up an observation sheet, and try to determine the various stages of play in which the children are engaged.
...Summarize observations and cite examples of how play contributes to acceptable behavior such as sharing, taking turns, cooperating, respect for belongings of others.
...Observe small children in order to discover the various types of play that children of various ages seem to enjoy.
...Discuss observations in light of what students have already learned about the development of children. Refer to previous notes made on observation sheets.

...View and discuss film -"Understanding Children's Play."
...Cite learning experiences derived from play activities.
...Work in groups to report on types of play and their importance to the growth and development of children.
...Discuss equipment suitable for each type of play activity.
...Bring to class pictures that illustrate types of play and relate values of each.
...Have each student lead the class in a game, storytime, finger play and song.
...List and play some games which are appropriate for children of various ages.
...Set up guidelines to follow in the supervision of play.
...Discuss the role of adults in children's play. Include such topics as the guidance of children at play, arrangement of storage space for typs, and providing for safe play.
...Students use guidelines at the day care center and report experience to class.

Student Generalization:
...Observing children helps one to understand that play is work to children and work is play.

Evaluation:
...Evaluate student's observation reports.
...Give oral test using slides depicting children engaged in certain stages and types of play.
...Practical examination on telling stories, leading games, leading finger plays, leading music periods, and guiding science experiences.
...Evaluate student's improved skills in working with children in day care centers, and in leading play activities in classroom and on the job.
...Student does self-evaluation of skills used on the job.

RESOURCES

Resource	Subconcept	
	A	B
Brisbane and Ricker	X	X
Colorado Association of Future Homemakers of America	X	X
Goodspeed, Mason, and Woods		X
Green and Woods	X	X
Smart and Smart	X	X
Films:		
Planning Creative Play Equipment for Young Children	X	
Understanding Children's Play		X
Pamphlets:		
All in Play	X	X
Children Need Toys	X	
Choosing Toys for Children of All Ages	X	
Criteria for Selecting Play Equipment for Early Childhood Education	X	
Home Play and Play Equipment	X	
How to Choose Toys	X	
Make Room for Toys	X	
Play Needs of Children Aged 6-12		X
Program Guides for Day Care Centers:		
Arrangement of Playroom		X
Finger Plays		X
Indoor Play Equipment	X	
Introduction to the Use of Creative Materials	X	
The Playground and Outdoor Play Equipment	X	
Suggested Play Materials for Childs Good Growth and Development	X	
Toys for All Children	X	
Toys You Can Make	X	
Your Child From One to Six	X	X
Water, Sand, and Mud as Play Materials	X	

BIBLIOGRAPHY

Books

American National Red Cross. Red Cross Home Nursing Textbook. Philadelphia: The Blakiston Company, 1951.

Bailard, Virginia and Ruth Strang. Ways to Improve Your Personality. New York: McGraw and Hill Co., 1953.

Baxter, Laura, Margaret M. Justin, and Lucile Rust. Sharing Family Living. Chicago, Ill.: J. B. Lippincott Co., 1951.

Bradbury, Dorothy E. and Edna P. Amidon. Learning to Care for Children. New York: Appleton-Century-Crofts, Inc., 1946.

Brisbane, Holly E. and Audrey Plam Ricker. The Developing Child. Peoria, Ill.: Charles A. Bennett Co.

Britton, E. C. and J. M. Winans. Growing From Infancy to Adulthood. New York: Appleton-Century-Crofts, Inc., 1958.

Colorado Association of Future Homemakers of America. Preschool Guide. 510 State Office Building, Denver, Colorado.

Duval, Evelyn Mills. Family Living. New York: The MacMillan Co., 1961.

Faegre, Marion L., John E. Anderson, and Dale B. Harris. Child Care Training. Minneapolis, Minn.: University of Minnesota Press.

Frank, Lawrence and Mary K. How To Help Your Child In School. New York: The Viking Press, 1962.

Green, Marjorie M. and Elizabeth L. Woods. A Nursery School Handbook. Sierra Madre, California: Sierra Madre Community Nursery School Association, 1954.

Goodspeed, Helen C., Ester R. Mason, and Elizabeth L. Woods. Child Care and Guidance. Chicago, Ill.: J. B. Lippincott Co., 1953.

Hammond, Dale, Skipper, and Witherspoon. Good Schools for Young Children. New York: The MacMillan Co., 1964.

Hurlock, Elizabeth B. Child Growth and Development. Dallas, Texas: McGraw Hill, 1956.

Ilg, Frances Lillian and Louise Ames. The Gesell Institute's Child Behavior. New York: Dell Publishing Co., 1960.

Langford, Louise M. Guidance of the Young Child. New York: John Wiley & Sons, 1960.

Larrick, Patricia. A Parent Guide to Children's Education. Quakertown, Penn.: Trident Press Book Co., 1963.

McCulloch, W. Illustrated Handbook of Child Care from Birth to Six Years. New York: McGraw Hill, 1963.

Olson, Williard C. Child Development. Boston, Mass.: D. C. Heath and Co., 1949.

Rand, Winifred, Mary E. and E. Lee Vincent. Growth and Development of the Young Child. Philadelphia: W. B. Saunders Company, 1954.

Shuey, Rebekah, Elizabeth L. Woods, and Ester Mason Young. Learning About Children. Chicago, Ill.: J. B. Lippincott, 1958.

Smart, Molly Stevens and Russel Cook Smart. Living and Learning with Children. New York: Houghton Mifflin Co., 1964.

Pamphlets

Aggressiveness in Children. A Child Study Publication. Child Study Association of America, 9 East 89th Street, New York 28, N. Y.

All in Play. Play Schools Association, Inc., 41 West 57th Street, New York 19, N. Y.

Behavior: the Unspoken Language of Children. Reprinted from Child Study. Child Study Association of America, 24 W. 40th Street, New York 18, N. Y.

Benefits of a Good Nursery. A Statement Prepared by American Academy of Pediatrics. National Association for the Education of Young Children. 104 East 25th Street, New York, N. Y. 10010.

Between One and Five. John Hancock Mutual Life Insurance Company, Boston, Massachusetts.

Chats With Parents - Anxiety in Children. Leaflet L-101, Oklahoma State University Extension Service.

Chats With Parents - Emotions. Leaflet L-83, Oklahoma State University Extension Service.

Children's Books for $1.25 or Less. Association for Childhood International, 3615 Wisconsin Avenue, N. W., Washington 16, D. C.

Children Can Make It. Reprint Service Bulletin No. 28. Association for Childhood Education International, 3615 Wisconsin Avenue, N. W., Washington 16, D. C.

Children of Working Mothers. Elizabeth Herzog. Children's Bureau Publication Number 382-1960. U. S. Department of Health, Education, and Welfare: Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.

Choosing Toys for Children of All Ages. Grace Langdon. American Toy Institute, 200 Fifth Avenue, New York 10, N. Y.

Creative Art for the Very Young Child. Mary June Schivertfiger. Child Welfare Pamphlet No. 88. State University of Iowa, Iowa City, Iowa.

Creative Life for Your Children. Margaret Mead. U. S. Department of Health, Education, and Welfare. Children's Bureau, 1962.

Children Need Toys. Grace Langdon. American Toy Institute, 200 Fifth Avenue, New York, N. Y.

Criteria for Selecting Play Equipment - For Early Childhood Education. Community Playthings, Dept. 22, Rifton, New York.

Day Care Guide for Mothers Who Work. Texas State Department of Public Welfare. Child Welfare Division, June, 1959.

Day Care a Preventive Service. Child Welfare League of America, Inc. 44 East 23rd Street. New York 10, New York.

Day Care for Your Child in a Family Home. Children's Bureau Publication No. 411-1964. U. S. Department of Health, Education, and Welfare. Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

Day Care for Other People's Children In Your Home. Children's Bureau Publication No. 412-1964. U. S. Department of Health, Education, and Welfare, Superintendent of Documents. U. S. Printing Office, Washington, D. C. 20402.

Day Care Services. Children's Bureau Publication No. 420-1964. U. S. Department of Health, Education, and Welfare. U. S. Printing Office, Superintendent of Documents, Washington, D. C. 20402.

Discipline. Association for Childhood Education International, 3615 Wisconsin Avenue, N. W., Washington, D. C.

Fears of Young Children. Science Research Associates, 57 W. Grand Avenue, Chicago 10, Illinois.

Feeding Little Folks. National Dairy Council, Chicago, Illinois. 60606.

Figure Magic. Formfit/Rogers. A Fashion Division of Genesco, 1964.

First Steps in Health Education. Metropolitan Life Insurance Company. 1 Madison Avenue. New York, N. Y.

Food and Children - They Need Many Kinds - Mary E. Currier and Katherine Ogilvie Musgrave. Department of Family Relations and Child Development, Oklahoma State University, Stillwater, Oklahoma, and State Department of Health, Oklahoma City.

Food for Groups of Young Children Cared for During the Day. Children's Bureau Publication No. 386-1960, U. S. Department of Health, Education, and Welfare, Washington, D. C.

Food for Growing Boys and Girls. Department of Home Economics Services, Kellogg Company, Battle Creek, Michigan.

Food for Baby and Mealtime Psychology. Gerber Products Company, Freemont, Michigan.

Formula for Child Safety. Metropolitan Life Insurance Co., New York, N. Y.

Getting Along With Others. Helen Shacter. Science Research Associates, Inc., 259 East Erie Street, Chicago 11, Illinois.

Girls Your Appearance Counts. Extension Service. Oklahoma State University, Stillwater, Oklahoma.

Hidden Values - What to Look for When Buying Infants' and Children's Clothing. Consumer Education Division, Sears, Roebuck and Co., Chicago 7, Illinois.

Home Play and Play Equipment. Children's Bureau Publication No. 238. U. S. Department of Health, Education, and Welfare, Washington, D. C. 20402.

How Do I Get A Job? Oklahoma State Employment Service, Oklahoma City, Oklahoma.

How to Choose Toys. Grace Langdon. American Toy Institute. 200 Fifth Avenue, New York 10, N. Y.

How to Do It Book - For Feeding Children in Group Care Centers. Texas State Department of Health. Division of Maternal and Child Health, Austin, Texas.

How to Live With Children. Science Research Associates, Inc. 259 East Erie Street, Chicago 11, Illinois.

Infant Nutrition - Teacher's Manual and Student Leaflet. Edna Mae McIntosh, Gerber Products Company, Fremont, Michigan.

Is Your Child Safe? Family Relations and Child Development Department, Oklahoma State University, Stillwater, Oklahoma.

It's Fun to Teach Creative Music. Martha Rosenberg. The Play Schools Association. 120 West 57th Street, New York 19, N. Y.

Make Room for Toys. Grace Langdon. American Toy Institute, 200 Fifth Avenue, New York, N. Y.

Mealtime Can Be An Enjoyable Experience for Children. Family Relations and Child Development Department, Oklahoma State University, Stillwater, Oklahoma.

Music for Children's Living. Association for Childhood Education International, 3615 Wisconsin, N. W., Washington 16, D. C.

Nervous Habits - What Causes Them in My Child. Human Relations Aids or Department of National Health and Welfare, Ottawa, Canada.

New Hope for the Retarded Child. Walter Jacob. Public Affairs Committee, 22 East 38th Street, New York, N. Y.

Nine to Twelve. Metropolitan Life Insurance Company. 1 Madison Avenue, New York, N. Y.

Obedience Means Safety for Young Child. American Academy of Pediatrics, Inc., Evanston, Illinois, 1960.

Play Needs of Children Aged 6-12. Lawrence H. Reece, Marriage and Family Living, XVI (May, 1964), pp. 131-134.

Pointers for Parents Choosing Day Care Services for a Young Child. Department of Health, The City of New York. 125 Worth Street. New York 13, N. Y.

Program Guide for Day Care. (Three Series; eight parts) Department of Mental Health, State of Illinois, Springfield, Illinois.

Safety, Your Child's Heritage. The Prudential Insurance Company of America. Newark, New Jersey/Houston, Texas.

Science Experiences for Nursery School Children. National Association for Nursery Education, 155 East Ohio Street, Chicago, Illinois.

Sitting Safely. Metropolitan Life Insurance Company, 1 Madison Avenue, New York, N. Y.

Six to Eight Years of Discovery. Metropolitan Life Insurance Company, 1 Madison Avenue. New York, N. Y.

Standards Related to Day Care Centers. Department of Public Welfare, Sequoyah Memorial Building, Oklahoma City, Oklahoma.

Suggested Play Materials for Child's Good Growth and Development. Oklahoma State Department of Health, Material and Child Health Division, 3400 North Easter, Oklahoma City, Oklahoma.

The Story of Beautiful Hair. John H. Breck, Inc., Manufacturing Chemists, Springfield 3, Mass.

Through the Looking Glass - A Girl's Guide to Good Grooming. Home Economics Department, The Proctor and Gamble Company, Cincinnati, Ohio, 1963.

Toys for All Children. Grace Langdon. American Toy Institute. Toy Manufactures of the U. S. A., Inc., 200 Fifth Avenue, New York 10, N. Y.

Toys You Can Make. Extension Service, Kansas State University, Manhattan, Kansas.

Understanding Your Child. Metropolitan Life Insurance Company, New York, N. Y.

Water, Sand, and Mud as Play Materials. National Association for Nursery Education. College of Home Economics, University of Rhode Island, Kingston, Rhode Island/ or 155 East Ohio Street, Chicago.

What Are Nursery Schools For? Association of Childhood Education International, 3615 Wisconsin Avenue, N. W., Washington 16, D. C.

What Is Good Day Care? Children's Bureau Folder No. 53-1964. U. S. Department of Health, Education, and Welfare. Superintendent of Documents. U. S. Government Printing Office, Washington, D. C. 20402.

What Is Music for Young Children? National Association for Nursery Education, 155 East Ohio Street, Chicago 11, Illinois.

What Research Says About Kindergarten. Elizabeth Mechem Fuller. Department of Classroom Teachers, American Educational Research Association of the National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

Your Child From One to Six. U. S. Department of Health, Education, and Welfare. Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

Your Child Is Musical. Sigmund Spaeth. H. & A. Selmer, Inc., Elkhart, Indiana, 1955.

Your Child's Safety. Public Affairs Pamphlet No, 225. 22 East 38th Street, New York 16, N. Y.

Films*

"ABC's of Baby Sitting." Film deals with safety rules for babysitting. 5 min. Office of Eco. Opportunity, Washington, D. C. & Oklahoma State Dept. of Health, Oklahoma City, Oklahoma.

"A Chance at the Beginning." The film is concerned with a nursery school taking on special meaning for a deprived child. 29 min. Martin Deutsch, Office of Economic Opportunity, Department of Health, Education and Welfare, Washington, D. C.

"A Long Time to Grow." Part I. Two and Three Year Olds. Part II. Four and Five Year Olds in School. 37 min. Vassar College, New York University Film Library, 26 Washington Place, N. Y., N. Y.

"Baby Sitter." Dramatizes and discusses the responsibilities of the baby sitter and the parents who hire her. 14 min., 1956. Oklahoma State Dept. of Health, and OSU Audio-Visual.

"Children's Emotions." This film points out what the parent can do to lessen fears and promote the child's happiness and natural development. 22 min. c-a, 1950. Oklahoma State Dept. of Health, Oklahoma City, Oklahoma.

Major emotions of childhood--fear, anger, jealousy, curiosity, joy. What parents can do to lessen fears, promote child's happiness and natural development. 22 min. OSU.

"Food as Children See It." Stresses menu planning and food preparation for health and efficiency. 18 min., color, 1952. Oklahoma State Dept. of Health, Oklahoma City, Oklahoma.

"Frustrating Four's and Facinating Five's." Study of behavior of four and five-year-olds at home and in kindergarten. 22 min., 1952. Oklahoma State Dept. of Health, Oklahoma City, Oklahoma.

Child's normal behavior at four and five years, at home and nursery school, 19 min. Oklahoma State University, Stillwater. Rent $3.25.

"Helping the Child Accept the Don'ts." Personality Development, Part II. How the child's personality develops as he conforms in his own way to society's restraints: protection from danger, respect for rights of others (EHF) 10 min. OSU Audio-Visual Center. Rent $1.85.

"Helping the Child Accept the Do's." Personality Development, Part II. How the child's personality is influenced by society's established patterns of acceptable behavior; parent's role. 10 min., bkw. OSU Audio-Visual Center, OSU. Rent $1.85.

"Little World." A presentation about a day care center and its services to children as well as parents. 20 min. Health and Welfare, Materials Center, 10 E. 44 St., N. Y., N. Y.

"Planning Creative Play Equipment for Young Children." Shows a variety of play materials for young children, tells how one community pooled talents and resources to make these creative play materials. 10 min., color (Cal. U) OSU Audio Visual Center, OSU. Rent $5.00.

"Shyness." Shyness in children, its causes, and how, through a greater understanding by parents and teachers, this problem may be dealt with, are studied in this film. 23 min. 1955. Oklahoma State Dept. of Health, Oklahoma City, Okla.

Shyness in children has the same description as above. 20 min., OSU Audio Visual

"Terrible Two's and Trusting Three's." Presents a close examination of the growing years, between two and four, in a nursery school. 22 min., 1950. Oklahoma State Dept. of Health, 3400 North Eastern, Oklahoma City 5, Okla.

What to expect of children of these ages: problems such as destructiveness, tantrums, unreasonable fears, etc., as met in nursery school groups, and by a typical Mother in the home. 22 min., OSU Audio Visual Center, OSU Campus, Stillwater, Okla. Rent $3.55.

"Understanding Children's Play." How adults can understand and help children through observation of their use of play materials. Shows that by increasing their awareness of children's various play activities, adults can function more effectively in guiding children. 11 min., OSU Audio Visual Center, Stillwater, Okla.

*Some of the films may be obtained from two different sources; when this is the case both sources are given.

OTHER SOURCES OF MATERIALS FOR CHILD CARE SERVICES

Association for Childhood Education
1200 Fifteenth St.
Washington, D. C.

Association for Childhood Education International
3615 Wisconsin Avenue, N.W.
Washington 16, D. C.

Association for Family Living
28 E. Jackson Blvd.
Chicago 4, Ill.

Children's Bureau of Publications
Superintendent of Documents
Government Printing Office
Washington 25, D. C. 20402

Child Study Association of America
132 East 74th Street
New York 21, N. Y.

Child Welfare League of America
24 W. 40th St.
New York 18, N. Y.

Colorado Association of Future Homemakers of America
510 State Office Building
Denver, Colorado

Committee on Mental Health of State Charities Aid Association
105 E. 22nd St.
New York 10, N. Y.

Department of Health
The City of New York
125 Worth Street
New York 13, N. Y.

Julias Rosenwald
4901 Ellis Ave.
Chicago, Ill.

Mental Health Meterials Center, Inc.
104 E. 25th Street
New York 10, N. Y.

Metropolitan Life Insurance Co.
Advisory Educational Group
1 Madison Ave.
New York, N. Y.

National Association of Mental Health
1790 Broadway
New York 19, New York

National Safety Council
425 N. Michigan Ave.
Chicago 11, Ill.

New York City Department of Welfare
Division of Day Care
Information and Counseling Service
601 E. 9th St.
New York, New York

Public Affairs Committee
22 East 38th St.
New York 16, N. Y.

Ross Laboratories
Columbus 16, Ohio

Science Research Associates, Inc.
259 East Erie Street
Chicago 11, Ill.

Teachers College Columbia University
Bureau of Publications
New York 19, N. Y.

Texas State Department of Public Welfare
Child Welfare Division
2nd Floor, Old Court House
Dallas, Texas

The Division of Day Care and Foster Homes
Bureau of Child Health
Room 1420 A, 100 Centre St.
New York 13, N. Y.

The Play School Association
120 W. 57th St.
New York 10, N. Y.

SUPPLEMENTARY MATERIALS

DESCRIPTION OF THE CHILD CARE AID SLIDE SERIES*

Slide No.	Description
1.	(Title slide) The Child Care Aide
2.	(Title slide) Class Experiences
3.	Students showing posters made during group work
4.	Students telling stories to children who have been brought to class
5.	Student telling stories with flannel board
6.	Students experimenting with finger paints
7.	Students making pictures with various materials
8.	Students working with actual children in art work
9.	Student working with children in the music area
10.	Student leading children in singing
11.	Teacher painting makeshift equipment
12.	Student making toys from soap bottles
13.	Students painting cans, spools, boards, etc. for toys
14.	Children playing with the makeshift equipment
15.	(Title slide) Work Experiences
16.	Student supervising children on day care center playground
17.	Student assisting children on the slide
18.	Two students supervising an entire playground at a day care center
19.	Students assisting children with their coats
20.	Student supervising children indoors at a kindergarten
21.	Student supervising outdoors at a combination day care-kindergarten establishment
22.	Student assisting children on the jungle gym
23.	Student assisting with story time in a kindergarten
24.	Three students supervising children playing on hay bales
25.	Student working with children in the university child care center
26.	Student reading a book to two children in a corner of a large room
27.	Student supervising children at the opportunity school - a school for retarded children
28.	Student working as a baby sitter

* A script was developed to accompany the slides and give additional information about class and work experiences.

DESCRIPTION OF THE SEVEN STAGES OF PLAY SLIDE SERIES*

Slide No.	Description
1.	(Title slide) Seven Stages of Play
2.	(Title slide) Unoccupied
3.	Baby lying on quilt
4.	Baby in infant seat
5.	(Title slide) Solitary Play
6.	Small boy alone in plastic swimming pool
7.	Girl putting together a puzzle.
8.	Boy inside horizontal barrel, looking at a book
9.	Little girl sitting on large plastic ball
10.	Little girl playing alone in a sandbox
11.	(Title slide) Onlooker stage
12.	Child watching children in large pool at child care center
13.	Little boy watching two other children in small pool
14.	(Title slide) Parallel Play
15.	Two boys playing in the water - one on each side of the pool
16.	Two children, each putting a puzzle together
17.	(Title slide) Associative Play
18.	Two children working on a puzzle together
19.	Four children playing together in a small pool
20.	Children sliding down large hill on cardboard boxes
21.	(Title slide) Cooperative Play
22.	Four boys swinging on a swinging board
23.	Two boys pushing three others in a wagon
24.	Children playing Flying Dutchman
25.	Children playing School
26.	(Title slide) Organized Play
27.	Girl Scouts in a flag ceremony
28.	One Girl Scout showing the others how to tie knots

* A script was developed to accompany the slides and give additional information on the stages of play.

DESCRIPTION OF THE OUTDOOR PLAY EQUIPMENT SLIDE SERIES*

Slide No.	Description
1.	(Title slide) Outdoor Play Equipment
2.	Long range shot of playground featuring commercial equipment
3.	Long range shot of playground featuring homemade equipment
4.	(Title slide) Climbing Equipment
5.	Jungle Gym
6.	Dome-shaped jungle gym, or monkey climb
7.	Variplay house-gym, or outdoor gym-house
8.	Three-way ladder
9.	Play gym, or toddler's climber
10.	Playground in use - children playing on equipment
11.	(Title slide) Swings and Seesaws
12.	Swing set with makeshift rope swing and traveling rings
13.	Swing set with rubber seat belts, horizontal bar, and seesaw
14.	Swing set with metal seats and a porch-type swing
15.	Rocking seesaw
16.	Spring-mounted seesaw
17.	Swingate
18.	Candy-cane poles and three-point chain suspension - rocket swings
19.	(Title slide) Slides
20.	Free-standing slide
21.	Close-up of reinforced metal slide
22.	Large slide with humps
23.	(Title slide) Sand Boxes
24.	Close-up of sand box with wooden sides
25.	Sand box with lid
26.	Sand box with sun shade
27.	(Title slide) Swimming Pools
28.	Inflatable rubber pool
29.	Metal pool
30.	(Title slide) Makeshift Equipment
31.	Painted wooden packing crates, barrels, and boards
32.	Rope ladder
33.	Rubber tire swing
34.	Tractor tire sand box
35.	Hay bales for climbing
36.	Home built climbing equipment - made from pipes

* A script was developed to accompany the slides and give additional information on play equipment.

RESOURCE GROUPS AND INDIVIDUALS FOR CHILD CARE SERVICES

Schools, Colleges, Universities	Advisory Committee	Community Survey	Curriculum	Work Experience	Teaching Resource Person	Materials, Equipment	Placement	Evaluation	Public Relations
School Superintendent	x						x	x	x
School Principal	x		x				x	x	x
School Board		x						x	x
Guidance Counselor	x		x	x	x		x	x	
Home Economics Teacher	x	x	x	x	x	x	x	x	x
Business Education Teacher					x				
Distributive Education Teacher					x	x			
Industrial Arts & Vocational Agriculture Teacher						x			
Art, Music, and Physical Education Teacher					x	x			
Public Kindergarten	x		x	x	x	x		x	x
School Nurse, Doctor, Dietitian					x				
School Secretary or Bookkeeper					x				
University or College Nursery Schools or Kindergarten		x		x	x	x		x	
Parents-Teachers Association	x	x					x		x
Future Homemakers of America Students						x			x
Parents of Students		x					x	x	x
Public Agencies and Groups									
Employment Bureau	x	x		x			x		
Child Welfare Bureau	x		x	x	x	x			
State Supervisory Staff for Vocational Home Economics		x	x	x				x	
U. S. Office of Education and Children's Bureau			x			x		x	
U. S. Bureau of Employment Security			x			x			
Public Health Service			x		x	x			
Red Cross					x	x			
Visiting Nurse Association					x				
Children's Institutions and Hospitals		x		x			x		
Extension Service		x	x		x	x			x

Private Groups and Individuals	Advisory Committee	Community Survey	Curriculum	Work Experience	Teaching Resource Person	Materials, Equipment	Placement	Evaluation	Public Relations
Child Care Centers	x	x	x	x	x	x	x	x	x
Child Care Homes and Play Schools		x		x			x		
Nursery Schools and Kindergartens	x	x	x	x	x	x	x	x	x
Business Establishments Offering Child Care to Patrons			x		x			x	
Working Mothers	x	x							
Men's and Women's Clubs and Organizations		x				x			x
Chamber of Commerce	x	x			x				x
Churches		x		x	x	x			x
Youth Groups		x				x			x

SUGGESTIONS FOR PLAY EQUIPMENT TO BE MADE BY STUDENTS INTERESTED IN CHILD CARE SERVICES

Homemade toys and play equipment may be used to create interest, stimulate the student to use her imagination, and give her an entry into a child care center where additional equipment is needed. Below are a few suggestions for making materials and equipment.

Make finger paints, paste, and dough clay from recipes in booklets.

With a little imagination, use can be made of scrap materials around the home and in the neighborhood.

Painting aprons	men and boys shirts cut down to size, plastic raincoats
Materials for finger painting	shelf paper butcher paper protected table tops pie pans
Paper for easel	newsprint paper ends butcher paper wants ads of newspaper backs of wall paper samples
Wood packing crates	house keeping equipment storage shelves easels
Cardboard	easels if tacked to walls
Plastic curtains, Plastic and oilcloth table cloths, Formica scraps, and Tile samples	protection for table tops
Glass jars	storage for paints, clay, etc.
Empty cans of all sizes, Milk cartons, coffee cans with plastic tops	painted and used for size and color concepts, ends covered and used as drums, accessories for dramatic play, sandbox accessories

Plastic milk bottle caps ----------paste containers

Spools ----------string beads, spool toys, spool boards

Scraps of materials, string, paper, cotton, feathers, macaroni, straws ----pasting; used in learning different textures

Cigar boxes ----------painted and mounted for pulling; blocks for stacking, storage of items

Scraps of wood from Lumber companies, industrial arts shop and construction work ----------cut into different sizes and sanded for blocks, made into small toys, spool boards, nail boards, puzzles

Broom handles ----------cut into small pieces for blocks; with decorated stuffed sock attached to the end, becomes a stick horse

Plastic bleach bottles ----------decorated and made into animals, cut into scoops, horns, containers, etc.

Pictures of animals and people from magazines and catalogues ----------mounted on cardboard become accessories for block and dramatic play

Acoustical tile and golf ball tees ------peg board

Styrofoam from packing crates ----------toys, animals, etc.

Students may also enjoy making puppets, doll clothes, dress up dresses, cloth books, and numerous other items.

CHILD CARE SERVICES---FORMS

Teachers may wish to develop with their students various observation report forms and evaluation sheets. Appendices to other guides will have some of these.

The following may be helpful:

"Observation Forms" from A Nursery School Handbook for Teachers and Parents by Marjorie M. Green and Elizabeth L. Woods.

"Check List for Ten Essentials of Baby Sitting," Adventuring in Home Living, Hatcher and Andrews, p. 483 and 484.

"What Experiences Have You Had with Young Children?" Resource Unit in Child Development, 1958. State of Indiana, Department of Public Instruction, Division of Vocational Education.

"Record of Observation of Individual Child," Resource Materials for Personal and Family Relationships and Child Development. Division of Vocational Home Economics, State of Oklahoma.

Curriculum Guides.

CHILD CARE SERVICES --- FORMS

WEEKLY LOG OF WORK EXPERIENCE

Student_____Week ending_____

I. I participated in the following activities: (not classes)

II. These were the most outstanding experiences this week:(successful, happy, unsuccessful, new, different)
First experience

Second experience

Third experience

III. Some problems, topics, questions which I need to discuss or study are:

IV. I feel I made progress in:

V. A method or technique I tried with children this week was:

This is what happened:

If I used this method again I would make these changes:

VI. Comments·

Adapted from: Fleck, Henrietta. "The Student Log - An Evaluation Device", Practical Forecast, May, 1964. pp. 13 and 30.

REPORT OF STORY TELLING

1. My name_____

2. Number of girls who listened_____Ages_____

3. Number of boys who listened_____Ages_____

4. Are you related to one of the children_____If so, how?_____

5. Occasion when the story was told_____

6. What do you think of your choice of occasion?_____

7. Name of the story_____

8. From what book did you select the story?_____

9. Where did you secure the book?_____

10. Underline the method which you used: Read the story
    Told the story

11. If you told the story:
    A. What assurance have you that you used good English?_____
    B. How did you adapt the vocabulary to the child's development?_____

12. Was your selection a good choice considering the age and development of the child?_____Why?_____

13. How did you gain the child's attention?_____

14. Did he enter into the spirit of the story?_____

15. Did you succeed in holding his interest?_____
    How could you tell?_____

16. Is the child accustomed to being entertained with stories?_____

17. Was the child frightened?_____How could you tell?_____

18. If the child was frightened, answer A, B, and C:
    A. Was it because of the time the story was told?_____
    B. Did you make the story too real, too scary?_____
    C. Should you have prepared the child more carefully, making him realize that the story was only in fun?_____

19. How do you think the story might help the child develop high ideals or worthwhile personality characteristics?_____

Name_____
Date_____

SCORE SHEET FOR CHOOSING BOOKS FOR PRE-SCHOOLERS*

Name of the book_____

Author of the book_____

Age level for which suitable_____

	Score	Your Score	Comments
THE BOOK ITSELF	20 points		
Durable	10 points	____	_____
Easily handled size	5 points	____	_____
Colorful cover	5 points	____	_____
Total		____	
ILLUSTRATIONS	20 points		
Colorful	10 points	____	_____
Simple	5 points	____	_____
Have child appeal	5 points	____	_____
Total		____	
STORY	60 points		
Well written	10 points	____	_____
Appropriate for age level	10 points	____	_____
Authentic information (if of this type)	5 points	____	_____
Easily comprehended	10 points	____	_____
Plot incorporates things with which the child is familiar	5 points	____	_____
Story enjoyable in itself	5 points	____	_____
Provides opportunities for imitation	5 points	____	_____
Provides creative possibilities for the child	5 points	____	_____
May lead to new interest for the child	5 points	____	_____
Total		____	_____
Grand Total	100 points		

* Developed by Elaine Jorgenson, Spring, 1966.

Name and author of book_____
Age level suitable_____
Name of reviewer_____
Date_____

SCORE SHEET FOR CHOOSING BOOKS FOR PRE-SCHOOLERS*
(To be used by the teacher)

The story book:	Type or quality of answer given by student: good	fair	poor	not mentioned
1. is durable.	___	___	___	___
2. is of a size easily handled by a child of this age.	___	___	___	___
3. has a colorful cover.	___	___	___	___
4. has colorful illustrations.	___	___	___	___
5. has simple illustrations.	___	___	___	___
6. has simple child appeal.	___	___	___	___
7. contains a well written story, appropriate for this age level.	___	___	___	___
8. has authentic information (if child is this type).	___	___	___	___
9. is easily comprehended.	___	___	___	___
10. contains a story or stories about things with which the child is familiar.	___	___	___	___
11. has a story that is enjoyable in itself without all of the illustrations.	___	___	___	___
12. provides possibilities for imitation or other creative possibilities for the child.	___	___	___	___
13. may lead to new interests for the child.	___	___	___	___

* Developed by Elaine Jorgenson, Spring, 1966.

OBSERVATION SHEET

Play Equipment

1. Which toys did the children seem to like best?

2. What toys were used by the two year olds?

3. What toys were used by the four year olds?

4. List some specific activities the children were doing.

   Examples: finger painting, looking at books, playing with toys such as dolls, blocks, cars, tricycles, etc., painting on easel, playing house.

5. Were they having fun? What were they learning?

6. Were there any arguments over toys? Did the children settle the argument themselves or did the teacher or mother have to step in?

7. In any group games you observed, did all children participate?

8. Did the children start the activities themselves or did the teacher or mother suggest what to do? How much direction did the adult give once the games were started?

9. Did the children help to put away their toys?

10. Did they have a place for their toys? Describe.

Name: _____

Date: _____

WHAT HAVE YOU GOT TO OFFER?

		Yes	No	
1.	Do you have a real willingness and desire to learn new skills and new ways of doing things?	___	___	1.
2.	Are you neat in your personal appearance and work habits?	___	___	2.
3.	Are you punctual?	___	___	3.
4.	Can you apply yourself to a job without being easily bored or distracted?	___	___	4.
5.	Can you adapt to new and unexpected situations easily?	___	___	5.
6.	Can you work under pressure, when necessary, without becoming nervous and upset?	___	___	6.
7.	Do you have confidence in your abilities?	___	___	7.
8.	Are you emotionally stable, capable of taking things in your stride?	___	___	8.
9.	Have you enough initiative to be able to work on your own?	___	___	9.
10.	Are your job plans in keeping with your own capacities and the opportunities employers have to offer?	___	___	10.
11.	Do you have a sense of duty and responsibility?	___	___	11.
12.	Are you reliable? Can you be depended on to do a job satisfactorily?	___	___	12.
13.	Can you gain the friendship and respect of fellow workers?	___	___	13.
14.	Can you cooperate with fellow workers?	___	___	14.
15.	Can you cooperate with supervision and management?	___	___	15
16.	Can you follow directions willingly and without argument because you respect authority?	___	___	16.
17.	Can you understand instructions and carry them out accurately?	___	___	17.
18.	Can you accept criticism without feeling hurt?	___	___	18.
19.	Can you work without constant supervision?	___	___	19.
20.	Do you ask questions about things you don't understand?	___	___	20.
21.	Can you complete a job once you start it?	___	___	21.
22.	Are you a pleasant person to work with?	___	___	22.
23.	Do you like people?	___	___	23.
24.	Are you friendly and congenial?	___	___	24.

BOOSTING THE SCORE

How did you do? If you answered <u>yes</u> to most of the questions, you have the makings of a good employee. All you need now are the necessary skills and training.

If on the other hand, you answered <u>no</u> to more than a few of the questions, you have some work to do. These are your weak spots, the things about you that can stand improvement. You can go into your "job training" right now by changing those things about yourself and your way of doing things that will help make your career successful.

STILLWATER INDEPENDENT SCHOOL DISTRICT

FINAL APPRAISAL FORM

CHILD CARE SERVICES

A HOME ECONOMICS OCCUPATIONAL EDUCATION PROGRAM*

NAME OF STUDENT-LEARNER_____

POSITION_____

EMPLOYER_____

IMMEDIATE SUPERVISOR_____

Since the gainful employment program is a cooperative effort between an employer and the school, the completion of this rating or appraisal sheet by encircling a number will help us determine a grade for the student. Please use the reverse side of this sheet for any comments that would aid in evaluating the student's work. Thanks.

Traits for Holding a Job in Child Care Services	Not Applicable	Deficient	Fair	Average	Exceptionally Good
Gets along well with others	____	0	1 2 3	4 5 6	7 8 9
Is dependable - reliable	____	0	1 2 3	4 5 6	7 8 9
Is well groomed for the job	____	0	1 2 3	4 5 6	7 8 9
Is able to follow instructions	____	0	1 2 3	4 5 6	7 8 9
Is cooperative	____	0	1 2 3	4 5 6	7 8 9
Shows initiative	____	0	1 2 3	4 5 6	7 8 9
Shows ability to work independently	____	0	1 2 3	4 5 6	7 8 9
Has toleration for distractions	____	0	1 2 3	4 5 6	7 8 9
Has ability to adjust to change and pressure	____	0	1 2 3	4 5 6	7 8 9
Has physical stamina required	____	0	1 2 3	4 5 6	7 8 9
Possesses emotional stability	____	0	1 2 3	4 5 6	7 8 9
Is able to accept criticism	____	0	1 2 3	4 5 6	7 8 9
Is cheerful	____	0	1 2 3	4 5 6	7 8 9
Has understanding of children	____	0	1 2 3	4 5 6	7 8 9
Has skill in communication with children	____	0	1 2 3	4 5 6	7 8 9
Possesses personal qualities desirable of workers with children	____	0	1 2 3	4 5 6	7 8 9
Shows an interest in her work	____	0	1 2 3	4 5 6	7 8 9

Rank (If applicable)_____ Score_____

Suggested Letter Grade_____ Date_____

Signed:_____

*Adapted from: Lorine Bombkamp. " A Cooperative Office Education Program", The Balance Sheet, XLVII, February, 1967.

HOME VISIT SCHEDULE FOR GAINFUL EMPLOYMENT CLASSES

1. Student's name:_____

2. Student's address:_____ Telephone:_____

3. Parent's name: (or Guardian)_____

4. Parent's address:_____ Telephone:_____

5. Gainful employment class in which enrolled:

   Child Care Service ___ Clothing Service ___ Food Service ___

6. Student has had previous experience in:

   Child Care Service ___ Clothing Service ___ Food Service ___

   Explain:_____

7. Hours you would prefer student to work for convenience of family and/or student:

Afternoons after school	_____
Mornings before school	_____
Noon hour	_____
Evenings	_____
Saturdays	_____
Sundays	_____
Afternoons after 2:10	_____

8. Are there any of the above times students cannot work? Yes___ No__

   Specify:_____

9. Check the following topics as they are discussed during the home visit:

   _____ Explanation of total program

   _____ Explanation of specific service

   _____ Work requirements for credit

   _____ Five references

   _____ Fees and equipment to be furnished by students

   Reaction or comments:

Teacher:_____

Date:_____

OVERVIEW TO WORLD OF WORK

1. Scope. A Suggested Curriculum Guide for Orientation to the World of Work was developed to be used with high school students at the 11th and 12th grades as a part of the training program for each of the three areas - Child Care, Clothing, and Food Service. Major emphases included are an introduction to the world of work, youth and women in today's labor force, securing a job, and success on the job.

   Length of program - Four to six weeks as one of the units in the year's program in each of the three areas. It may be taught as a separate unit and/or combined throughout the year with the units for each of the three areas. Since it is a part of the total year's program no additional credit is recommended.

2. Purpose. The purpose of this unit is to acquaint students with the world of work and help them to take their places in it.

3. Overall Objectives for the Unit.

   To become interested in the development of competencies for employment.

   To develop some understanding of today's world of work and the socio-economic conditions and technological developments involved.

   To recognize and develop qualities which contribute to securing and holding a job.

   To develop some skill in serving effectively in the world of work.

   To develop a positive attitude toward work as a part of life and a desirable segment of education.

4. Need Based on Survey Finding. The survey indicated that there was a need for providing students with an orientation to the world of work. While some unique personal characteristics were desired by employers of the three areas, Child Care, Clothing, and Food Service, there was an overlapping of many characteristics desired in workers. All employers felt that personal appearance, good grooming and cleanliness were important. All were interested in the attitude of workers toward their work. Clothing and Food Service employers ranked honesty as the most important single personal characteristic. Many of the employers indicated a specific interest in having students study a unit on orientation to the world of work.

5. Use of Materials. The materials herein presented are intended for use as a guide to the teacher in organizing and teaching a unit, "Orientation to the World of Work." Each teacher will want to assess her own experiences and competencies, the needs and opportunities in her own community, and the needs and capabilities of her students before outlining her program. A survey of the community will be helpful as well as the appointment and use of an advisory committee.

As each individual teacher plans her program she should carefully review the objectives, concepts, generalizations, learning experiences, and evaluation methods and select those most appropriate for her situation. These should be adapted and supplemented to meet the needs of her students. Specific suggestions follow for each of the component parts of the framework used in developing each curriculum.

Behavioral Objectives - It is recommended that these be cooperatively developed by the teacher and student after the teacher has prepared a tentative list of objectives to be included. Objectives have been stated to include both the specific behavior and the content and include specific behavior in the cognitive, affective, and psychomotor domains. Overall objectives are stated in the overview with more specific objectives being included for each concept.

Concepts - Concepts are the big overall ideas and subconcepts are used for breakdown of the broader, more inclusive term, phrase or key idea. No attempt was made to include a complete or all-inclusive list of either concepts or subconcepts.

Generalizations - Two types are listed, the first being considered overall for the purpose of guiding the teacher in selection of learning experiences, evaluation methods, etc. The second Student Generalization is presented as an example of the type of generalization which it is hoped that students would be able to state as a result of the learning experiences provided. In most instances the teacher could expect students to be able to state several generalizations.

Evaluation - Emphasis should be placed on cooperative evaluation and self-evaluation techniques.

Resource materials should be supplemented by those available in the classroom.

UNIT I - TODAY'S LABOR FORCE

OBJECTIVES: To develop an understanding of the gainful employment program in home economics.

To acquire knowledge of the increasing importance of youth in the labor force.

To understand the nature of problems peculiar to women who work.

To develop awareness of current and future changes in the labor force.

To become aware of factors influencing the decision to work and problems associated with work.

GENERALIZATIONS: The gainful employment program in home economics contributes to the employability of youth.

The occupational revolution has resulted in large numbers of women and youth entering the labor force.

Lack of mobility and stability of women and youth in the labor force contributes to an intermittant work pattern.

Current technological changes require training and retraining in order to hold a job.

Problems created by work often affect the decision to work.

Subconcept A. GAINFUL EMPLOYMENT

Experiences:

... Bulletin Board: "A Job for You."

... Study and discuss the socio-economic conditions affecting employment such as:

industrialization
urbanization
population explosion
increased life span
family more consuming than producing unit
increased number of gainfully employed women
affluent economy
specialization
mass communication
improved transportation

... Discuss the effect of technological changes upon employment, i.e., computers, automation, job obsolescence, retraining.

... Discuss the introduction, adoption, and role of the Vocational Education Act of 1963.

... Acquaint students with other vocational programs in the school.
... List contributions that vocational and technical training have made to the economy of the nation.
... List contributions that the gainful employment program can make to the student, the community, and the nation.

Student Generalization:
... Vocational training can lead to a job.

Evaluation:
... Individual essays on the purposes of gainful employment.

Subconcept B. YOUTH IN THE LABOR FORCE

Experiences:
... Bulletin Board: "The YOU in YOUTH."
... Study graph comparing figures representing this year with figures representing 20 years ago for (1) number in labor force (2) number of youth in the labor force (3) number of women in labor force.
... Discuss implications of the increasing numbers.
... Study and discuss the implications of current socio-economic condition and technological change for beginning workers such as:
    level of education
    training and retraining
    creation of new job
    use of leisure time
    education for family living
... Make a list of reasons why people work placing particular emphasis on youth and women.
... Talk to people in the community to find out why they chose their particular job and location.
... Discuss levels of jobs and equate the educational training for each:

unskilled	skilled
semi-skilled	technical
	professional

Student Generalization:
... Education and skill are required for beginning workers in our country today.

Evaluation:
... Students check list of reasons for working. (Sup. Mat.)

Subconcept C. WOMEN IN THE LABOR FORCE

Experiences:
... Bulletin Board "Predicted Life Pattern for a Girl of Today."

... Discuss reasons for increasing numbers of women in the labor force.
... Compare role of women at turn of the century with the role of women today.
... Draw papers from hat revealing statistics in regard to women in the labor force. Discuss each fact.
... Discuss desirable and undesirable characteristics of women in the labor force from the employer's point of view.
... Interview working women with the dual role of working and homemaking.
... Contrast problems of married and single workers.
... Discuss possible ways of solving these problems.

Student Generalization:
... A girl is likely to work outside her home sometime during her life.

Evaluation:
... Essay "Important Considerations in Determining When to Work Outside the Home."

RESOURCES

Resources	Subconcept A	Subconcept B	Subconcept C
Albrecht			X
Zapolean			X
Pamphlets:			
American Women			X
Education for a Changing World of Work	X	X	
Management Problems of Homemakers Employed Outside the Home			X
What's New About Women Workers			X
Working Women Who Are They			X

UNIT II - SECURING A JOB

OBJECTIVES: To become aware of job opportunities available to students in the community.

To become familiar with various methods of applying for employment.

GENERALIZATIONS: Knowledge of possible job opportunities provides a basis for job preparation.

Effective application procedures contribute to success in acquiring a job.

Subconcept A. JOB OPPORTUNITIES

Experiences:

... Survey community for possible job opportunities. Consult local or state employment service for additional suggestions.
... Periodically check want ad section of newspaper to find job opportunities.
... Have individual reports on the different methods of locating job leads.
... Bring a current event related to gainful employment for women with vocational or technical training and discuss implications.
... Make a study of occupations which would be particularly suited to women. Keep a running list of all occupations available for women today.
... List factors which should be considered in selecting a job. Individual students check those which would be most important to them.

Student Generalization:

... In order to get a job you need to know the possible opportunities.

Evaluation:

... Have students list a number of job opportunities in the community.

Subconcept B. JOB APPLICATIONS

Experiences:

... Listen to principal, high school counselor, employment service representative, or other guest speaker on how to get a job.

... Explain how to write a letter of application.
... Practice writing letters of application.
... Discuss what facts should be included in a personal resume to enclose with letters of application.
... Prepare a personal resume.
... Discuss ethics in selecting appropriate references to list on resume or application forms.
... Bulletin Board: "Important Points to Remember in Filling Out Application Form."
... Practice filling out application form.
... Bring to class photos appropriate for application picture. Discuss qualifications for application pictures. Determine which picture is best for an application photo.
... Have telephone company representative demonstrate phone manners in applying for a job or making arrangements for an interview.
... Study references on clothing suitable for job application and interview. Present fashion show of appropriate and inappropriate dress for interview.
... Role play introductions and interviews. Use tape recorder to evaluate and improve voice quality.
... Prepare skit "Good Questions - Poor Questions to Ask on Interviews."
... Have counselor interview students using application form that they have filled out previously.
... Report to class on an actual interview with a prospective employer.

Student Generalization:
... Knowing what to expect helps one to be at ease in a job interview.

Evaluation:
... Have students draw for a job. Have one student interview the other. Evaluate this performance.

RESOURCES

Resources	Subconcept A	Subconcept B
Peake		X
Peskin		X
Pamphlets:		
How To Get the Job		X
Making the Most of Your Job Interview		X

UNIT III - SUCCESS ON THE JOB

OBJECTIVES: To develop qualities necessary for success in employment.

To understand types of and reasons for payroll deductions.

To recognize factors involved in wise money management.

GENERALIZATIONS: Being well groomed results in increased self-confidence and respect from others.

Good health habits and proper diet result in energy and enthusiasm for work.

Acceptable work relationships contribute to success on the job.

An understanding of payroll deductions contributes to personal satisfaction and success on the job.

Successful money management contributes to security.

Subconcept A. PERSONAL APPEARANCE

Experiences:

... Bulletin Boards:
"Groomed for the Job"
"A Pretty Girl is Like a Melody"
"Keys to Good Grooming"
"One Flower Doesn't Make a Bouquet"

... Have school or county health nurse talk to class regarding how health habits and proper diet affect appearance and cleanliness.

... Study the relationship of mouth hygiene to health and grooming.

... Have physical education teacher talk on good posture and demonstrate ways to improve posture. Practice posture exercises for a period of time.

... Bring to class a list of pet peeves about poor grooming. Mix lists Read one item at a time and discuss. From list develop check list for students to evaluate themselves.

... Show movie or filmstrip on grooming.

... Encourage beginning of individual improvement notebook with pictures, measurements, check sheets, goals, etc.

... Demonstrate manicuring, hair styling, and make-up as needed by the group.

... Discuss how to emphasize best features and camouflage figure faults.

Student Generalization:
... Other people judge a person first on his appearance.

Evaluation:
... Evaluate self on grooming check lists over period of time.

Subconcept B. PERSONAL DEVELOPMENT

Experiences:
... Have students make evaluation sheets of desirable and undesirable personal qualities. Refer to it again at end of unit.
... Have students make lists of qualities they think employers will expect of them.
... Have a panel of prospective employers discuss qualities desired in employees.
... Compare students' list with qualities emphasized in panel discussion.
... Buzz groups quickly list annoying mannerisms they have observed in others.
... Discuss how attitude toward work affects success on the job.
... Discuss importance of acceptable work relationships between:
employee - employer
employer - employee
employee - customer
... Emphasize the place of loyalty, responsibility, courtesy, tolerance, consideration, etc.
... Role play personality conflicts in work situations and ways to avoid or solve conflicts.
... React to "Case Studies on Obtaining and Holding a Job."

Student Generalization:
... The ability to get along with people is helpful in keeping a job.

Evaluation:
... List 15 qualities to help keep a job; also 15 ways to lose a job.

Subconcept D. PAYROLL DEDUCTIONS

Experiences:
... Have Certified Public Accountant explain standard deductions for all employees and the reasons for them.
... Use flannel board or overhead transparencies to explain Social Security.
... Have employer explain fringe benefits and their cost to the employee. (e.g., vocation, insurance, profit sharing.)
... Study income tax manual to see how to fill out income tax form.

Student Generalization:
... Money earned should be recorded promptly and accurately in order to use for filling income tax form.

Evaluation:
... Analyze fictitious pay check. Explain reasons for difference between gross pay and take home pay.

Subconcept E. MONEY MANAGEMENT

Experience:
... Make a survey to determine approximate costs of living for a person (1) living at home (2) living alone (3) living with a roommate.
... List additional expenses created by work such as clothing or uniforms, bus fare or automobile expense, child care, and extra help at home.
... Study and discuss budgets. Plan a budget for oneself.
... Visit a local bank to learn about banking procedures. Practice writing checks and balancing bank statements.

Student Generalization:
... A budget helps a person to use money more wisely.

Evaluation:
... Write a paragraph telling how you plan to spend your earnings.

OVERALL EVALUATION: Use self-evaluation devices such as "Are You Ready for Work," "My Job Success Trait," "What Do You Have to Offer?"

Student Generalization:
... Money earned should be recorded promptly and accurately in order to use for filling income tax form.

Evaluation:
... Analyze fictitious pay check. Explain reasons for difference between gross pay and take home pay.

Subconcept E. MONEY MANAGEMENT

Experience:
... Make a survey to determine approximate costs of living for a person (1) living at home (2) living alone (3) living with a roommate.
... List additional expenses created by work such as clothing or uniforms, bus fare or automobile expense, child care, and extra help at home.
... Study and discuss budgets. Plan a budget for oneself.
... Visit a local bank to learn about banking procedures. Practice writing checks and balancing bank statements.

Student Generalization:
... A budget helps a person to use money more wisely.

Evaluation:
... Write a paragraph telling how you plan to spend your earnings.

OVERALL EVALUATION: Use self-evaluation devices such as "Are You Ready for Work," "My Job Success Trait," "What Do You Have to Offer?"

ORIENTATION TO THE WORLD OF WORK

BIBLIOGRAPHY

Books

Albretch, Margaret. A Complete Guide for the Working Mother. New York: Doubleday, 1967.

Carson, Byrta. How You Look and Dress. New York: McGraw-Hill Book Company, 1949.

Fitzsimmons, Cleo and Nell White. Management. Philadelphia: Lippincott, 1964.

Oerke, Bess V. Dress. Peoria, Ill.: Charles A. Bennett Co., 1956.

Peake, Miriam M. A Job for You. Scholastic Book Services, Scholastic Magazines, Inc., New York.

Peskin, Dean R. The Art of Job Hunting. New York: The World Publishing Co., 1967.

Sturm, Mary Mark and Edwina H. Grieser. Guide to Modern Clothing. St. Louis, Mo.: McGraw-Hill Book Company, 1968.

Zapoleon, Marguerite. Occupational Planning for Women. New York: Harper, 1961.

Magazine Articles

"Apply Time Study to Yourself," Practical-Forecast. Vol. 9. No. 6 (February, 1964).

"Balancing the Budget," Co-ed. Vol.7 (September, 1962).

Illinois Teacher. 1964-1965. (All issues).

"Social Security; Family Security," Practical-Forecast. (March, 1961).

"Talk About Taxes," Co-ed. Vol. 8, No. 7, p. 45. (March, 1963).

The Bulletin of the National Association of Secondary School Principals. Vol. 48. (Entire issue).

"The Career Homemaker Role," Journal of Home Economics. Vol. 54, pp.294-296. (April, 1962).

"The Convenient Way to Pay, By Check." Co-ed. Vol. 10, No. 3. (November, 1964).

Theory into Practice. Vol. III, No. 5, Entire Issure. (November, 1965).

Pamphlets

American Women. Report of the President's Commission on the Status of Women. Women's Bureau, Department of Labor, Washington, D.C., (1963).

Education for a Changing World of Work. U. S. Dept. of Health, Education, and Welfare, Washington, D. C.

Exploring Your Personality. William E. Henry, Science Research Association, Chicago, Ill.

Facts for Young Workers about Work and Labor Laws. U. S. Dept. of Labor, Washington, D. C.

Future Jobs for High School Girls. U. S. Dept. of Labor, U. S. Government Printing Office, Washington, D. C., 20402.

How to Get the Job. Mitchell Dreise. Science Research Assoc., Chicago, Ill.

Making the Most of Your Job Interview. New York Life Insurance, New York, N. Y.

Management Problems of Homemakers Employed Outside the Home. U. S. Department of Health, Education, and Welfare.

Occupational Outlook Handbook. U. S. Department of Labor, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.

The Youth We Haven't Served. Kemp. U. S. Dept. of Health, Education, and Welfare, Washington, D. C.

What's New About Women Workers. Mimeographed Material.

Working Women --- Who are They? Institute of Life Insurance, New York, N. Y.

Your Personality and You. Simick. Science Research Association. Chicago, Ill.

Film

"Five Magic Mirrors" - Five Magic Mirrors, P. O. Box 6953, Cleveland, Ohio.

"Grooming for Girls" - McGraw-Hill Company.

"Telephone Courtesy" - Southwestern Bell Telephone Co.

"Your Tell-Tale Voice" - Southwestern Bell Telephone Co.

OVERHEAD TRANSPARENCIES

Corcoran, Eileen. How to Find a Job. Catalog No. 84434, Tecnifax Corporation, Holyoke, Mass., 1965.

DESCRIPTION OF RECRUITMENT SLIDES*

Slide No.	Description
1.	(Title slide) Two Aspects of Home Economics
2.	(Title slide) Aspect A - Homemaking
3.	(Title slide) Aspect B - Gainful Employment
4.	(Title slide) Learn As You Earn
5.	(Title slide) Child Care Services, Clothing Services, Food Service
6.	Students at work in a day care center
7.	Students at work in a kindergarten
8.	An alterationist at work in a large department store
9.	A dry cleaning establishment where students might work
10.	A restaurant where students might work
11.	A drive-in restaurant
12.	(Title slide) Class Work and On-the-Job Training
13.	Teacher assists student in filling out a job application
14.	Student and prospective employer engaged in job interview
15.	Student working with live children in child care class
16.	Student telling story with aid of flannel board
17.	Students experimenting with paints and large brushes
18.	Clothing services student making satin pillowcases
19.	Student pressing during the construction process
20.	Customer ordering satin pillowcases
21.	Food service student working at range
22.	Two students making individual pies
23.	Field trip to child care center
24.	Field trip to alteration department in large department store
25.	Field trip to school cafeteria
26.	(Title slide) On-the-Job Training
27.	Student "checking in" the children at a day care center
28.	Student working in the opportunity school for trainable retarded children.
29.	Student working in the alteration section of a dry cleaning establishment
30.	Student assisting in alteration room of speciality shop
31.	Student cleaning grill in drive-in restaurant
32.	Student preparing food in restaurant
33.	Student keeping record of hours worked
34.	(Title slide) What next?
35.	Student on his job as night manager of a drive-in restaurant
36.	Student on her job of caring for four children

* A script was developed to accompany the slides and the series was used during pre-enrollment for recruitment of students.

Why Do I Want To Work?*

1. Of the following reasons for working, check the four (4) reasons that are of most importance to you.

_____ to achieve success

_____ to gain personal development

_____ to earn money

_____ to have fellowship and companionship

_____ to have self-satisfaction and accomplishment

_____ to please parents, friends, or other people

_____ to be of service to mankind

2. Of the following factors to consider when choosing a job, check the five (5) factors that you consider most important.

_____ security in keeping the job

_____ amount of training required

_____ location

_____ working conditions

_____ benefits such as vacation, sick pay, insurance

_____ possibilities for advancement and promotion

_____ type of work - interesting

_____ number of hours worked

_____ amount of pay

_____ status of job

3. Rate these outlooks on work in the way that you feel they apply to you. The one you feel is <u>most</u> applicable to you would be numbered 1 and the one you feel is <u>least</u> applicable to you would be numbered 5.

_____ would be proud to have a job

---

* Berry, Margaret Ann. "Attitudes and Interests of High School Homemaking Students Toward Gainful Employment For Clothing Services." (Unpublished M.S. thesis, Oklahoma State University, 1967.)

_____ would avoid all work possible

_____ would find satisfaction in working

_____ would have prestige in having a job

_____ would take pride in work

What Kind of Work Would I Like?*

After reading each job characteristic below,
Mark in column one (1) if it is a characteristic that you <u>would</u> like.
Mark in column two (2) if it is a characteristic that you would <u>not</u> like.

	Like	Not Like
1. Work in which I would do an identical task every day		
2. Work in which I am mostly seated		
3. Work that puts me in contact with many different people		
4. Work that involves association with both adults and children		
5. Work in which I must keep up-to-date on new products		
6. Work where I try to please customers		
7. Work where competition is keen		
8. Work in which I develop several skills		
9. Work that is located in a busy, unglamorous place		
10. Work that gives satisfaction from having improved something		
11. Work in which my job would be only part-time . .		
12. Work in which there is great pressure to meet deadlines		
13. Work where type of dress does not matter		
14. Work in which no decisions are necessary		
15. Work in which my only contacts are other employees		
16. Work that demands rapid production		
17. Work in which my opinions and decisions are necessary		
18. Work in which I receive appreciation for what I have done		

*Berry, Margaret Ann. Attitudes and Interests of High School Homemaking Students Toward Gainful Employment For Clothing Services. (Unpublished M.S. thesis, Oklahoma State University, 1967).

		Like	Not Like
19.	Work in which I may do some selling		
20.	Work in which maintenance of customer goodwill is essential		
21.	Work that must be done in a business establishment		
22.	Work where neat dress is required		
23.	Work where major decisions are made by someone more experienced		
24.	Work where I could have a variety of activities .		
25.	Work that can be done in or near a homelike atmosphere		
26.	Work in which there is opportunity for advancement		
27.	Work in which I would be mostly on my feet . . .		
28.	Work that involves only adults		
29.	Work in which I manage my own time and energy . .		
30.	Work that demands imagination and resourcefulness		
31.	Work done by machine		
32.	Work in which I have responsibility for handling money		
33.	Work that is scheduled by customer demand		
34.	Work that includes completion of a product . . .		
35.	Work done by hand		
36.	Work that involves only one part of something . .		
37.	Work where noise is always present		
38.	Work where competition is keen		
39.	Work that allows me to be mostly alone		
40.	Work that is definitely a specified number of hours per week		
41.	Work for which I am trained in one skill		
42.	Work in which salary is guaranteed		
43.	Work in which many others are present		
44.	Work that allows opportunity for overtime		
45.	Work that is in a clean, decorated establishment		
46.	Work in which my speed, ability, and output determine salary		
47.	Work that involves many employees		
48.	Work that takes me into other people's homes . .		
49.	Work that involves only a few employees		
50.	Work that involves various upkeep procedures . .		

CONCEPTS OF WORK

ASSIGNMENT: Divide up into groups and discuss various concepts of work. Analyze how each may influence a person's attitude toward work and his ability to perform work successfully.

1. Work is drudgery.
2. Work is lowly.
3. Man is designed for labor.
4. All play and no work makes Jack a dull boy.
5. Idleness is despair.
6. Work is honorable, dignified, and necessary.
7. Work gives meaning to life.
8. Only through dedicated work does man fulfill his purpose.
9. Man's perfection is in his work.
10. Work is the best wonder drug God ever gave to man.
11. No man needs sympathy because he has to work.
12. Every man's work shall be made manifest.

EMPLOYEE EVALUATION REPORT

(This form is sent out to the employer each grade check period

COMPANY_____ EMPLOYEE_____

SUPERVISOR_____ DATE _____ GRADE PERIOD ___

HOW DO YOU EVALUATE THE EMPLOYEE ON THE FOLLOWING POINTS? BE SURE TO CONSIDER EACH CHARACTERISTIC SEPARATELY.

	POOR	FAIR	GOOD	EXCELLENT	UNOBSERVED
I. PRODUCTION EFFICIENCY Amount of standard quality work he is capable of producing	___	___	___	___	___
II. INITIATIVE Ability to proceed with job without constant supervision	___	___	___	___	___
III. MENTAL ALERTNESS Ability to work with new ideas and to solve problems	___	___	___	___	___
IV. COOPERATIVENESS Ability to work with others and win good will of other employees	___	___	___	___	___
V. RESPONSIBILITY General attitude toward job and company	___	___	___	___	___
VI. LEADERSHIP Ability to direct activity to others and handle new problems	___	___	___	___	___
VII. HONESTY Attitude toward company time and property	___	___	___	___	___
VIII. ATTENDANCE Record for arriving at work on time and staying on the job unless excused	___	___	___	___	___

VOCATIONAL EDUCATION RATING SHEET

Will you please complete the following and return within 5 days

TRAINEE_____ Date_____

ATTENDANCE:	Excellent	Satisfactory	Unsatisfactory
Regular	(Excellent)		
Occasionally Absent	(Satisfactory)		
Excessive Absense	(Unsatisfactory)		

ADJUSTMENT:
(Does this trainee) go about his work cheerfully?

Understand what is included in his duties?

Associate acceptably with fellow employees?

Manifest an interest in his work?

Contribute toward the welfare of your organization?

YOUR GRADE OF THIS STUDENT (Please Circle)
(See explanation below) A B C D E F

Explanation of Grading System:

Grade Symbol	Degree of Achievement	Explanation	Percentage of total
A	Superior	Approximately 90% of all marks are lower	10%
B	Above average	Approximately 70% of all marks are lower	20%
C	Average	Approximately 30% of all marks are lower	40%
D	Below average	Approximately 15% of all marks are lower	15%
E	Minimun passing mark	Approximately 5% of all marks are lower	10%
F	Unsatisfactory	Approximately No credit	5%

TRAINING AGENCY _____

RATED BY _____

POSITION _____

CONFIDENTIAL RATING REPORT FOR IN-SCHOOL EMPLOYEES

Report on _____ TO _____
(Name)

Work Station _____

Length of time at this work station _____

Please check the grade of work which you feel this student has done on the job. Above average, average, or below average.

PLEASE CHECK	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
Follows Directions			
Speed and amount of work			
Accuracy			
Interest In Work			
Cooperation			
Enthusiasm			
Dependability			
Courtesy and Tact			
General Appearance			
Confidence in Himself			
Regularity in Work			
Punctuality			
Rate of Improvement			

Does he do (only, more than, less than) what he is asked to do? _____

If he has any contacts with the public in his work, does he get along well? _____

In what ways does he need to strive most for improvement? _____

_____

_____

PERSONAL RATING CHART
Student Trainee

Student's Name _____ Date _____ Grade Period _____ Semester _____

Training Station _____ Student-trainee's Sponsor _____

In rating this student, please mark (x) the column that is the most applicable after each trait listed.

AFFIRMATIVE TRAITS

CO-OPERATION
- Shows sincerity and interest . . . ___
- Observes stores rules . . . . . ___
- Co-operates naturally and willingly ___
- Works harmoniously with employer or supervisor. . . . . ___
- Works harmoniously with other employees. . . . . ___

DEPENDABILITY
- Sticks to the job through difficulties . . . . . ___
- Assumes responsibility . . . . . ___
- Gets to work on time . . . . . ___
- Returns from lunch or relief on time . . . . . ___
- Does a dependable job, though supervision is not at hand . . . ___

MANNERS AND APPEARANCE
- Wears clean, neat clothes. . . . . ___
- Wears appropriate clothes for job. ___
- Shows courtesy to customers. . . . ___
- Shows consideration for other employees. . . . . ___
- Speaks in a refined voice. . . . . ___
- Maintains poise. . . . . ___

QUALITY OF WORK
- Shows skill and accuracy . . . . . ___
- Suggests additional merchandise. . ___
- Tries to make customer satisfied . ___

ATTITUDES
- Indicates enthusiasm for work. . . ___
- Asks for constructive criticism and help . . . . . ___
- Welcomes suggestions whole-heartedly. . . . . ___
- Feels that it is important to do a job well. . . . . ___
- Shows loyalty to firm. . . . . ___
- Maintains cheerful disposition . ___

INDUSTRY AND INITIATIVE
- Takes pride in completing job. . ___
- Works continuously . . . . . ___
- Studies merchandise when there are no customers . . . . . ___
- Does stock work. . . . . ___
- Shows ambition for advancement . ___

OBSERVATION AND MEMORY
- Observes customer types. . . . . ___
- Observes trends in customer's tastes . . . . . ___
- Observes selling points in merchandise. . . . . ___
- Remembers prices . . . . . ___
- Remembers stock locations. . . . ___
- Remembers customers and their names. . . . . ___
- Remembers customer's need and wants. . . . . ___

NEGATIVE TRAITS

- Headstrong. . . . . ___
- Talks too much. . . . . ___
- Talks too loudly. . . . . ___
- Requires tact in handling . . . . . ___
- Alibis. . . . . ___
- Indifferent to his work . . . . . ___
- Has to be told things to do . . . . ___
- Wastes time while on the job. . . . ___
- Chews gum . . . . . ___
- Complains about not feeling well. . ___
- Talks about personal life . . . . . ___

Remarks: _____

INTERVIEW SCHEDULE FOR PERSONNEL OF CHILD CARE CENTERS

Part A PERSONAL INFORMATION OF INTERVIEWEE

1. Name_____ 2. Position _____

3. Agency_____ 4. Address_____

Telephone_____

5. List your previous experience and/or training which you feel qualified you for your present position: _____

_____

_____

6. Give the name and location of the Child Care Centers with which you have worked.

_____

_____

Part B GENERAL INFORMATION FOR THE CENTER

1. Type of care: Infant care _____ Day care _____

Play School _____ Nursery School _____ Kindergarten _____

2. Age of children served: (circle)

1 2 2½ 3 3½ 4 4½ 5 5½ 6 School Age ____

3. Total number of children:

All day _____
Morning _____
Afternoon _____
Weekly _____
Drop-ins _____

4. Fees charged: (Basis and rate of pay) By the hour _____ By the week _____

By the day _____ By the month_____

5. Do any of the following factors affect fee assessment?

Several children from one family _____
Drop-ins _____
Overtime _____
Irregularity of schedule _____
Meals included _____
Day or night _____
Other _____

6. Total number of staff: Full time _____ Part Time _____

Paid _____ Volunteer _____

7. Rate of pay for the staff: By the hour _____ By the week _____

By the day _____ By the month _____

Part C WILLINGNESS TO COOPERATE AND PARTICIPATE IN TRAINING PROGRAM

(Check the desired response or otherwise indicate answer for the question in the blanks provided.)

1. Do you feel that there is a need for trained child care workers in Stillwater? 1. Yes _____ No _____

2. Would you be willing to work with the local schools in developing a training program? 2. Yes _____ No _____

If so, in which of the following capacities?

Serving on advisory committee _____
Serving as consultant for class or individuals _____
Cooperating in providing observation or field trip experiences _____
Providing opportunity for work experience _____
Supervising the development and improvement of skills _____
Assisting with evaluation of total program and work experience of trainees _____
Other _____

3. Would you be willing to allow students to observe and assist without pay for a short time? 3. Yes _____ No _____

4. Would you be willing to cooperate in a work experience for the trainees? 4. Yes _____ No _____

5. What hours would you prefer to use the student trainees?

before school 5. _____
morning _____
noon hour _____
afternoons _____
after school _____
evenings _____
weekends _____

6. Would it be possible for you to cooperate with the trainee in arranging a work schedule to fit her class schedule? 6. Yes_____ No _____

7. How many student workers could you employ at one time?
Qualify: _____ 7. _____

8. Would you be willing to pay the student a fair price or the going rate for child care services? 8. Yes ____ No ____

9. How much would you be willing to pay the student workers?
By the hour 9. _____
By the day _____
By the week _____
By the month _____

10. What percentage of a worker's day in your preschool would be spent working directly with the children? 10. _____

11. What percentage of a worker's day in your preschool would be spent in taking care of physical facilities or arrangements? 11. _____

12. With which of the two main types of duties listed do you need most help?
Working with children 12. _____
Care of physical facilities _____

13. Would the trainee ever have the sole responsibility for a child or group of children? 13. Yes ____ No ____

14. If yes, for how long?
for a few minutes 14. _____
for 15 to 30 minutes _____
for 30 to 60 minutes _____
for more than an hour _____

15. What other duties or responsibilities would a worker have? (list briefly) _____

_____

16. Do you have difficulty in filling vacancies with qualified persons? 16. Yes____ No_____

17. Would you be willing to hire a person who has completed the gainful employment program if you had an opening? 17. Yes____ No _____

18. Would a worker have an opportunity for advancement with additional training? 18. Yes____ No _____

19. How many hours a week is the average worker employed? 19. _____

Part D CHARACTERISTICS OF STUDENTS AND TRAINING PROGRAM

20. For which of the following groups do you feel this training would be the most valuable based on your preference for employing?
High School students 20. _____
Recent high school graduates _____
Recent high school non-graduates _____
Adults (20-50 years of age) _____
Older adults (Over 50 years of age) _____

21. Which of the following characteristics do you feel are important to consider when employing?

	Check:	Comment
Appearance	_____	_____
Education	_____	_____
Experience	_____	_____
Marital status	_____	_____
Personality	_____	_____
Training	_____	_____
Love for children	_____	_____
Understanding of children	_____	_____
Age	_____	_____
_____	_____	_____
_____	_____	_____

22. Which of the following topics do you think would be important for classroom study or laboratory instruction in this training program? (course)

	22.
First aid and safety	_____
Foods and nutrition for children	_____
Methods of guiding and supervising children	_____
Orientation to the world of work	_____
Personal grooming and health	_____
Planning and guiding preschool activities	_____
Preparation and use of material and equipment	_____
Preschool development and organization	_____
Principles of child development	_____
Others	_____

23. Comments or reactions:

INTERVIEW SCHEDULE FOR HOMEMAKERS CONCERNING CHILD CARE SERVICES IN THE HOME

Part A PERSONAL INFORMATION OF INTERVIEWEE

1. Interviewer: _____ Date: _____

2. Name of Homemaker: _____

3. Marital Status: Single ____ Married ____
Divorced ____ Widowed ____

4. Number of Children: ____

		Check age (M)	Check Sex (F)
Under	one year		
	two years		
	three years		
	four years		
	five years		
Over	five years		

5. Personal Age Group: (Circle age group nearest your own.)

20-29 30-39 40-49 50-59 60 or over

6. Do you work outside the home? Yes____ No____

7. Position held: _____ Full time___ Part time ___

8. Husband's Occupation: _____

Part B WILLINGNESS TO COOPERATE IN THE DEVELOPMENT OF TRAINING PROGRAM

9. Would you be willing to cooperate with the Stillwater Schools in developing a training program for workers in child care services? Yes____ No____

Qualify: _____

10. Would you be willing to provide work experiences by allowing students in training for child care services to work for you? (Students would be under the supervision of a teacher; however you would be asked to evaluate work and attitudes.) Yes____ No ____

Qualify: _____

11. Would you be willing to cooperate with the trainee in arranging a work schedule to fit her class schedule? Yes____ No____

Explain: _____

12. What hours could a student work in your home?

Weekdays _____ Weekends _____ On call _____

Morning _____ Afternoons _____ Evenings _____

Others_____

13. Estimate the number of hours this would entail per week? _____
per month? _____

14. How many trainees could be employed at one time?

Qualify or explain:_____

15. Would you be willing to pay the student a fair price or the "going rate" for such services? Yes_____ No_____

16. How much would you be willing to pay workers?

By the hour _____
By the day _____
By the week _____
By the month _____
Other _____

17. Would you be willing to be contacted later concerning students working in your home? Yes_____ No_____

Part C DESIRED CHARACTERISTICS OF STUDENTS FOR TRAINING PROGRAM

18. For which of the following groups do you feel this training would be most valuable based on your preference for employing?

High school students _____
Recent high school graduates _____
Recent non-high school graduates _____
Adults (20-50 years of age) _____
Older adults (Over 50 years of age) _____

19. Which of the following characteristics do you feel are important to consider in employing some one to care for your child or children?

Appearance	_____
Education	_____
Experience	_____
Marital Status	_____
Personality	_____
Training	_____
Love for Children	_____
Understanding of Children	_____
Age	_____
_____	_____
_____	_____

20. What responsibilities or activities would you expect the student to perform while on the job?

Taking care of the child	_____
Cooking meals	_____
Straightening rooms	_____
Playing with child	_____
Dressing child	_____
Bathing child	_____
Putting child to bed	_____
Administering first aid	_____
Feeding child snacks or meals	_____
Other housekeeping tasks	_____

21. Comments or Reactions: